



Research on the Integration of Production and Education in Nanchong Higher Vocational Education Under the Background of High-Quality Development

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Abstract: Deepening the integration of production and education is the basis for building a modern vocational education system, and it is also an inevitable requirement for the high-quality development of China's higher vocational education in the new era. This paper analyzes the basic connotation of the high-quality development of higher vocational education in the context of Nanchong's integration of industry and education, points out the outstanding problems that need to be solved urgently in the high-quality development of higher vocational education, and puts forward effective countermeasures for the high-quality development of higher vocational education in the context of the integration of industry and education. The exploration and practice of Nanchong Institute of Industry, the exploration and practice of the integrated design of park layout and vocational education layout, the exploration and practice of the integration of industry and education in vocational colleges and the cooperation between schools and enterprises were discussed, and important measures to further deepen the integration of industry and education and the cooperation between schools and enterprises were proposed.

Keywords: *Production and Education, Nanchong, Higher Vocational Education, High-Quality Development*

I. INTRODUCTION

"Improving the vocational education and training system, deepening the integration of industry and education, and school enterprise cooperation" is the direction pointed out by the 19th National Congress of the Communist Party of China for the high-quality development of higher vocational education in the new era. Higher vocational education shoulders the responsibility of cultivating high-quality technical and skilled talents for the socialist modernization construction with Chinese characteristics. It is the education type that is most closely connected with regional economic development and serves the most directly. High quality development has become the basic feature of China's economic development in the new era. The Fourteenth Five Year Plan for National Economic and Social Development of the People's Republic of China and the Outline of the Long term Goals for 2035 clearly put forward that the "adaptability of vocational and technical education" should be enhanced.

The integration of industry and education specifically means that the material production, vocational education, social service and other industries carry out collaborative production, education and service activities, and ultimately derive a new organizational form of a single education or industry. It needs to take on the responsibility of the school to train talents according to market demand and help talents to be successfully competent for the development burden of social work. It is a bridge connecting industry and school. Finally, the integration of industry and education is defined as: it is different from the

simple education and industry, and it is an organizational form with production and service education as the content, which is jointly carried out by vocational education, material production and social services; Chen Zhijie believed that the integration of industry and education is a talent training model. He made a detailed definition from the three major integration of "industry and education", "enterprise and school" and "production and teaching".

II. THE PROPOSED METHODOLOGY

Ouyang He believed that the integration of industry and education as a whole, that is, the integration of industry and education. He proposed that we should understand its connotation from both the policy and academic perspectives, analyzed the specific functions of industry and education, and studied the degree, type, and way of integration, and deeply interpreted the connotation of the integration of industry and education. In terms of theoretical curriculum, the survey shows that the average proportion of students who agree that the curriculum of their major focuses on innovation and entrepreneurship quality and ability training is 78.91%. At present, Wuhan Finance and Trade School has opened the course "Employment and Entrepreneurship Education for Secondary Vocational School Students" for all students, which is a compulsory moral education course. The course duration is one semester. The course content is: how to start a business and how to participate in the entrepreneurial competition. The school's curriculum is task oriented. Students build teams to learn and cooperate and complete team tasks

The second is to develop online courses, adopt online and offline teaching methods, and introduce advanced modern teaching technology to stimulate students' interest. In terms of practical courses The policies and measures for the integration of industry and education are basically completed in the governance system led by the government. The government intervenes too much in the professional title assessment, talent introduction, specialty setting and other aspects of higher vocational colleges, so that higher vocational colleges have no autonomy, lose the vitality of independent development, and seriously restrict the deepening of the integration of industry and education in higher vocational colleges. Through sorting out relevant policy documents, Tianshan pointed out that the development history of vocational education is a history of continuous innovation in the theory and practice of industry education integration and school enterprise cooperation. As a type of education, vocational education should have a cross-border natural attribute. It needs to break the boundary between economy and education, vocation and education, enterprise and school, from "industry education cooperation" to "industry education integration", break through the shackles of existing institutional mechanisms, and promote conceptual innovation and institutional innovation. The government can



guarantee the operation of this "bridge", specifically in terms of formulating relevant policies.

In this case, the triple helix structure of industry education integration "government enterprise school" is formed, and its connotation can be analyzed from the following three perspectives: from a macro perspective, the overall development of vocational education, especially higher vocational education, is consistent with the actual development needs and goals of the national and regional economic society; From the middle view, higher vocational colleges and economic departments and related industries are complementary and supportive High quality development puts forward new requirements for the integration of production and teaching in higher vocational education. First, higher vocational colleges are required to innovate new forms of Nanchong Integration of production and education; Innovate the new situation of Nanchong Integration of production and education and the new talent training mode, and actively respond to the new challenges brought by high-quality development

In the new environment of high-quality development, the integration of industry and education in higher vocational colleges should meet the development needs of regional economy, constantly improve the level of serving regional economy, and realize the matching between the construction of school specialty groups and the industrial chain. Second, carry out a deep, high-level, organized and diversified subject cooperation in the integration of industry and education, and promote the process of higher vocational schools to integrate enterprises and industries Professional education is the basis of innovation and entrepreneurship education, and innovation and entrepreneurship education without professional education is a tree without roots. The further reason is that professional teachers have not yet developed the concept of innovation and entrepreneurship education, and have not changed their teaching methods. Secondly, teachers have limited ability and knowledge level, pay attention to knowledge teaching, and have less understanding of cutting-edge issues in the professional field. Thirdly, in the long-term development of the school, professional education and innovation and entrepreneurship education have not changed their teaching methods The centralized management and system construction have been separated for a long time, so the separation of professional education and innovation and entrepreneurship education is also an objective result.

The policies and measures for the integration of industry and education are basically completed in the governance system led by the government. The government intervenes too much in the professional title assessment, talent introduction, specialty setting and other aspects of higher vocational colleges, so that higher vocational colleges have no autonomy, lose the vitality of independent development, and seriously restrict the deepening of the integration of industry and education in higher vocational colleges. The modern apprenticeship system has effectively mobilized the enthusiasm of "government, administration, school, enterprise and research" to participate in talent training, made full use of the high-quality education resources of the industry and enterprises, improved the quality of vocational education talent training, and provided high-quality services to the local social economy and the transformation and upgrading of enterprises. In order to build a national vocational education reform demonstration zone A solid foundation has been laid for the National Pilot Zone for Integrated Development of Industry and Education.

Higher vocational colleges are application-oriented teaching, whose teaching goal is to enable students to truly learn professional skills. The integration of production and teaching can enable college students to have a correct understanding of their own goals in the process of receiving education. Compared with the traditional teaching mode, under the integration of production and teaching teaching mode, students' enthusiasm for learning can be stimulated to a greater extent, and can help students establish a comprehensive knowledge system. At the same time, it can enable them to accurately grasp the focus of learning, so as to carry out targeted skills learning. Because of the great differences between higher vocational colleges and enterprises in the system, mechanism and system settings, the process of organization, management, communication and coordination in the process of joint participation in the integration of education, industry and education is somewhat random, and the degree of standardization is not enough. When problems occur, the various subjects often show temporary contact, showing the characteristics of emergency passivity.

In addition, due to the lack of clear responsibility positioning and institutional constraints of each subject, they lack corresponding norms on the goal, scope, form and responsibility of collaboration, which directly affects the effectiveness of collaboration. Through the analysis of the cases of innovation and entrepreneurship education in four secondary vocational schools, it can be seen that in the process of innovation and entrepreneurship education in most secondary vocational schools, due to the limitations of the school itself, there are problems such as too theoretical curriculum, single practice platform, shortage of resources, and insufficient funds. The fundamental reason is that the system and mechanism for cooperation with other subjects to carry out innovation and entrepreneurship education have not yet been formed. This is not only a problem in the process of innovation and entrepreneurship education in secondary vocational schools, but also a common problem in colleges and universities To strengthen the Party's overall leadership over higher vocational education and ensure the correct direction of the reform and development of higher vocational education, we should take "who to cultivate" as the primary task of higher vocational education, adhere to the principle of building morality and cultivating people, and take cultivating socialist builders and successors with all-round development of morality, intelligence, physique and beauty as the important mission of higher vocational education.

In the process of rapid development of regional economy and society, and steady industrial transformation and upgrading, the current education talent training model has been unable to meet the social talent demand under the background of industrial transformation and upgrading. Therefore, colleges and universities need to take the market as the guidance, take the practical needs of regional industrial development as the foothold, and grasp the social talent demand based on the way of industry and education integration organizations such as "school cooperation with enterprises", so as to cultivate professional talents pertinently. Under the background of market macro-control, master the development needs of each stage, dynamically adjust the teaching mechanism, optimize and upgrade the specialty setting and teaching content, so as to keep up with the pace of industrial upgrading and carry out internal talent training elements.

CONCLUSION



The basic guiding document for the integration of industry and education is jointly formulated by the National Development and Reform Commission, the Ministry of Education, the Ministry of Finance and other departments under the leadership of the State Council. In the form of legislation, it stipulates the responsibilities of each subject of the integration of industry and education, issues laws and regulations on school enterprise cooperation, and implements the important subject status of enterprises in accordance with the law, so that the integration of industry and education can be legally observed at the practical level, and provides legal protection for the implementation of the integration of industry and education in accordance with the law. Ensure the connection between professional settings and industrial needs, curriculum content and professional standards, teaching process and production process, graduation certificate and vocational qualification certificate, and vocational education and lifelong learning. To promote the high-quality development of modern vocational education by building a community of shared destiny for industry and education.

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