



Research on The Long-Term Mechanism of Production Education Integration in Higher Vocational Education from the Perspective of Collaborative Education

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Abstract: As the only way for the further development of higher vocational education, the deep integration of industry and education not only helps to promote the development of higher vocational colleges towards characteristics and high-level, but also helps to promote industrial productivity and regional economic transformation and upgrading, and promotes the coordinated development of society. Based on the perspective of collaborative education, combined with the connotation, characteristics and significance of the integration of industry and education for vocational education, this paper discusses the deep integration strategy of vocational education industry, the deepening mechanism of high-end applied technical talents cultivation, and the long-term operation mechanism of school enterprise collaborative education. It starts from four aspects to realize the construction of the collaborative education mechanism of higher vocational schools and enterprises under the perspective of the integration of industry and education, so as to realize the enterprise The "three wins" situation between the school and students.

Keywords: Long-Term Mechanism, Production Education Integration, Collaborative Education

I. INTRODUCTION

In 2014, the State Council made it clear in the Decision on Accelerating the Development of Modern Vocational Education that in the future, China should explore the development of undergraduate level vocational education, communicate with vocational education, and build an integrated vocational education system of colleges, universities and research institutes. This shows that the country has upgraded the development of undergraduate level vocational education to a strategic level. In the field of vocational education development, the integration of industry and education has become the trend of the times, which is also the theme of the modernization of national undergraduate level vocational education.

In 2017, in the Several Opinions on Deepening the Integration of Industry and Education issued by the State Council, it was clear that "school enterprise cooperation and cooperative education" was the basic principle of the integration of industry and education, and it was clearly pointed out that "deepening the integration of industry and education is aimed at improving the degree of industry enterprises participating in vocational education, improving the diversified school running system, and comprehensively promoting school enterprise cooperation education". The dual system of collaborative education mechanism takes enterprises as the main teaching body to be responsible for the main education of students, while schools, as the auxiliary role in the education process, provide

various help for enterprises to educate students. The cooperative education mechanism of the alternation of work and study is that the school is the main teaching body responsible for the students' main education, while the enterprise, as the auxiliary role in the education process, is just the opposite of the dual system. It can be seen from this that the vocational education system has gradually integrated with China's development status and reality, forming a vocational education system with Chinese characteristics.

However, with the change of internal and external environment, there are still some problems that need to be paid attention to and improved in the process of exploring this path of vocational education with Chinese characteristics. Industrial College (secondary college) jointly built by colleges and enterprises is a joint-stock secondary college that is jointly invested and managed by colleges and enterprises, relying on the existing majors of higher vocational colleges and adopting the "dual subject" cooperation mode. Generally, enterprises provide funds to be responsible for the hardware and equipment required for running schools, while higher vocational colleges are responsible for the construction of software such as school management.

At present, the industrial colleges jointly built by colleges and enterprises in higher vocational colleges in China generally adopt the following three modes: first, the secondary colleges mainly focus on cultivating full-time students in higher vocational colleges; Second, the secondary college mainly focuses on the education promotion and continuing education skills training of employees within the enterprise; The third is a secondary college that combines the dual tasks of full-time student training and enterprise staff continuing education and training. "School enterprise cooperation" and "integration of industry and education" have always been the logical main line of the vocational education school running mode. However, from the perspective of the development process of vocational education in China, school enterprise cooperation has always been a mere formality. The so-called "two skins" have not been implemented as "cooperation", nor has it reached a deep "integration". At present, few school enterprise cooperation has lasted for more than 5 years. The so-called "integration of industry and education is not thorough, and school enterprise cooperation is not deep". The reasons are as follows: First of all, schools and enterprises have different positions.

II. THE PROPOSED METHODOLOGY

The position of the school is "education position". To mobilize enterprises to participate in talent training, the result is often "schools are hot and enterprises are not hot". The



position of the enterprise is "economic position", and the benefit is the first. It needs talents who can directly create value. It pays insufficient attention to long-term education investment and talent education. Feedback mechanism refers to the existence of certain feedback in the operation process of the system. Synergy theory points out that all the representations and behaviors of the system are formed on the basis of its internal dynamic structure and feedback mechanism, and the macro structure of the system is also the result of interaction and feedback between elements in the process of cooperative evolution.

The feedback mechanism constantly promotes the internal adjustment of the system, which is divided into positive feedback and negative feedback. The positive feedback makes the system reach an orderly structure through the order parameter, and the negative feedback makes the system maintain the current structural state through the order parameter. For a long time, the uniqueness and monopoly of the status of knowledge production have made vocational colleges independent academic rights. However, with the deepening of the reform of the education system, vocational colleges have gradually developed towards ideological tools, educational paradigms have gradually formed, and serving regional economic development has become one of the important missions of vocational education. The integration of industry and education undoubtedly conforms to the national requirements, breaks the independence of the government, enterprises, colleges and industries, and forms a symbiotic pattern of government, industry, university and research. From the medium level, there is a problem that the cooperation between higher vocational schools and enterprises is not close enough. This is mainly due to the lack of enthusiasm of enterprises, because the role of the cooperation model in the development of enterprises is limited, and the enterprises whose business objective is to maximize the interests are not enthusiastic about this kind of limited cooperation. The courses and teaching are dominated by enterprises. WPP Group mobilized high-quality human resources, case and design resources and high-quality professional practice posts and opportunities within the group, providing all-round support for teaching.

By arranging outstanding graduates to work as interns in WPP Group's subsidiaries, we can achieve in-depth cooperation in the whole process of training professionals from enrollment to employment. The character image design training room of our hospital is a comprehensive campus training base integrating beauty and health care, hair, nail, makeup modeling, and overall image design. It is divided into two parts: student training area and external business area. In order to further deepen the integration of production and education, promote the collaborative education between schools and enterprises, activate the resources of the school's training base, and enable the base to enter the market, our hospital began to cooperate with Beijing "Zaiqingchun" beauty chain enterprises in the spring of 2019. Through the "introduction of enterprises into the school", we established "Zaiqingchun" campus direct stores, realizing the synchronization of teaching status and enterprise production process, and the synchronous improvement and development of teaching links and enterprise production.

The integration of production and education is the best choice for the cultivation of vocational talents. The integration of production and education emphasizes the connection between talent training needs and enterprise production needs, requires the seamless connection between

vocational education practice links and enterprise production links, and introduces post standards into the education process, so that students can check what they have learned in production, improve their vocational adaptability, and strengthen the pertinence and practicality of talent training. It can be seen that for the development of vocational colleges, they also need to adhere to the goal and requirements of collaborative education and comprehensively promote the deep integration of production and education. In the new era of the integration of production and education in higher vocational colleges, it has become an objective demand to promote the high-quality development of higher vocational education. To deepen the reform of the education system, we need to solve the deep problems encountered by the school enterprise collaborative education mechanism layer by layer from the macro, meso and micro levels, truly give play to the effect of school enterprise collaborative education, promote the deep cooperation between higher vocational colleges and enterprises, so that the vocational education system can truly adapt to the development needs of the new era, and achieve the synchronization of vocational education development and regional economic development.

In addition, through the Internet function, the internal coordination of book acquisition and book borrowing can be achieved, and the interviewers can accurately obtain the comprehensive information on book demand, which brings accurate purchasing basis for the acquisition work, and achieves the accuracy and timeliness of the acquisition decision-making. Second, we need to comprehensively establish a collaborative mechanism for in-depth participation by multiple parties. On the one hand, the state should speed up the improvement of relevant laws and regulations, improve the industry management system, build a collaborative education mechanism with deep industry participation, and promote industry organizations to participate in vocational education. On the other hand, the government should speed up the transformation of the management model, actively use the entrusted authorization, purchase services and other models, provide opportunities for industry enterprises to perform their duties, and build a long-term collaborative mechanism for industry and enterprises to participate in vocational education.

Based on the principle of win-win cooperation, schools and enterprises should establish a collaborative innovation center, build a tripartite linkage mechanism among schools, enterprises and students, achieve in-depth communication and close cooperation among the three parties, make education whole process, management interaction and assessment real, promote the application efficiency and practical effectiveness of the collaborative innovation center, and make the collaborative innovation center a technical support point for regional industrial transformation and upgrading. It has become a center for providing technical services and talent training for small, medium and micro enterprises.

At this stage, domestic research and practice on the joint construction of industrial colleges by schools and enterprises is still in an active exploration stage. Different schools and majors have different conditions and take various forms. In terms of management, it is generally believed that the joint establishment of industrial colleges with enterprises is the "experimental field" of the system reform of higher vocational colleges. By introducing or using for reference the modern enterprise operation and management mechanism, the dual subject management model of the president responsibility system under the leadership of the board of directors or the council is implemented. First, the specialty co construction



mechanism, jointly formulate talent training programs, and build a professional curriculum system. A joint curriculum development team is set up by teachers in the school and enterprise experts to derive courses according to job requirements, formulate curriculum standards, break down skill projects, set typical work tasks, and implement specific ability points.

CONCLUSION

To sum up, the construction of school enterprise collaborative education mechanism under the perspective of industry education integration is a long-term process, which requires active cooperation between schools and enterprises, steady promotion of the deep integration of school enterprise collaborative education, training innovative technical talents to meet social needs, improving the teaching level of the higher vocational education, and providing sufficient human resources for the technological transformation of enterprises, Strengthen the school enterprise cooperation mode, promote the work connection between schools and enterprises, provide students with good career development prospects, and realize the "three wins" situation of enterprises, schools and students.

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