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Research on a New Mode of Integration of Production and Education for Applied Undergraduates

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Abstract: *The integration of production and education is one of the important measures to deepen the reform of my country's talent training model. In the current practice of applying the integration of production and education in the application-oriented undergraduate course, the teaching application value of the integration of production and education can also be found, which can make the difference between schools and enterprises. Link up and jointly cultivate applied talents. Change the traditional educational ideology and educational system, strengthen the integration, and break the existing educational predicament. From the perspective of the path and new model of the integration of production and education in application-oriented undergraduate colleges, this paper discusses the new model of application-oriented undergraduate talent training under the background of the integration of production and education.*

Keywords: *Applied Undergraduate, Integration of Production and Education, New Model*

1. Introduction

In-depth promotion of school-enterprise cooperation, improving the quality of engineering education in applied undergraduate colleges, cultivating students' comprehensive application ability, and innovating the existing mechanism are the breakthroughs to change the current school-enterprise cooperation. Nowadays, more and more application-oriented undergraduate colleges adopt the education model of the integration of production and education. Schools and enterprises jointly cultivate talents, exercise their comprehensive skills, and let talents learn in practice. Practice has shown that this new model of industry-education integration has improved the educational quality goal of collaborative education. Through problem guidance and practical guidance, the whole process of industry-education integration education has been realized, and the application model of industry-education integration has been innovated. This has also become the focus of current education. A big core point.

2. The background of application-oriented undergraduate integration of production and education

The educational method of integration of production and education is an important carrier for the current application-oriented undergraduate colleges to cultivate comprehensive talents, an important path for the state to guide the reform of the education system, and an important way to solve the problem of insufficient diversified demand for applied talents in the current social and economic development. Improving the teaching level of application-oriented undergraduate colleges is inseparable from the educational method of screaming integration. It requires cooperation between schools and enterprises to achieve better educational effects. In the development of education in recent decades. The social service function of universities has gradually become a hot topic in educational theory and practice. A modern educational system should be based on social development and on the cultivation of students' skills, so as to realize the all-round development of students. my country has proposed a high level and high standard for cultivating skilled comprehensive talents, and more and more application-oriented undergraduate colleges are gradually developing towards this goal.[1]

The state has guided a large number of ordinary undergraduate colleges to transform into application-oriented undergraduate colleges, which has become an important reform content of higher education. This policy deployment clarifies the future direction of educational transformation of ordinary colleges and universities, and school-enterprise cooperation and industry-education integration have become important entry point for development. The formulation of policies is mainly based on the needs of

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economic and social development and international development. In the context of informatization and big data development, innovation has become an important driving force for economic development. Therefore, undergraduate colleges should break the traditional higher education model and implement classified management. The learning model of undergraduate colleges should consider the social development needs of talent training, and only link with social needs to provide students with good opportunities for future employment development. The integration of production and education is a new teaching model proposed in such an era. The effect of collaborative education between schools and enterprises has been achieved, and the way of personnel training has been reformed.

3. The practical dilemma of the integration of production and education for applied undergraduates

Under the background of vigorous development of the integration of production and education, applied undergraduate colleges strive to cultivate high-quality talents. However, from the effect analysis of practice, it is found that there are still many educational problems in the process of collaborative education in applied undergraduate colleges. From the perspective of teachers, the educational ideas still adopted by many traditional teachers are not in line with the current development direction and trend of the integration of production and education. Applied undergraduate colleges are between research universities and vocational colleges. Under the background that the state proposes the transformation of undergraduate colleges in the direction of application, because teachers are bound by traditional educational ideas, the integration of production and education in the process of transformation is restricted. Teachers' own cognition and service ability of the integration of production and education determine the development of educational integration.

Second, the institutional construction of undergraduate institutions does not fully affect the efficiency of the integration of production and education. System construction is the key to school-enterprise cooperation. The existing industry-education integration system should establish a rules-based system and system from the top-level design of the country to the effective communication between school-enterprise cooperation. However, it is found that the system construction between school-enterprise cooperation is insufficient, and the openness is insufficient, which leads to the fact that the existing talent training does not meet the needs of current social development. The construction of double-qualified teachers is insufficient, and the work experience and professional quality of teachers cannot meet the relevant requirements of school-enterprise cooperation.[2]

The evaluation object of talent training in colleges and universities is too single, and it is difficult to evaluate it objectively and truthfully. In education and teaching, teachers, as the main body of evaluation, evaluate students' learning and practical ability, while students, enterprise teachers, and managers of integration of production and education are not the main body of evaluation, resulting in the limitations of not objective and comprehensive evaluation results. The main content of talent training evaluation in colleges and universities is the mastery of professional theoretical knowledge, and the setting of relevant evaluation indicators cannot well reflect the professional ability of students. The evaluation methods in colleges and universities are relatively traditional, mostly using summative evaluations, and not paying enough attention to students' performance in teaching, which restricts teachers and managers' comprehensive understanding of students' learning effectiveness, while corporate assessments are mostly conducted by corporate masters. The overall performance of the corporate internship is summarized, and it does not go deep into the daily routine of students' education and training, resulting in one-sided evaluation. Therefore, universities and enterprises have insufficient understanding of the talent training model, which restricts the innovative development of the integrated education model.

4. A new model of application-oriented undergraduate integration of production and education

4.1. Optimize the construction of "double-qualified" teachers

In order to effectively implement the integrated education of production and education, the application-oriented undergraduate must strengthen the construction of "dual-professional" teaching staff, and strive to achieve the dominant position of "dual-element" education. First of all, colleges and universities should pay attention to the introduction of "double-qualified" teachers. When recruiting and attracting talents, colleges and universities should pay attention to the overall quality of teachers, but also pay attention to the ideological and moral cultivation, professional theoretical knowledge and practical operation ability of talents. Secondly, colleges and universities should vigorously develop "double-

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qualified" teaching staff. Therefore, in addition to cultivating teachers' professional theoretical knowledge, colleges and universities should also strengthen the professional skills training of teachers, so that they can have systematic professional skills training, and improve their professional technical level through communication and exercise with others, so as to improve their professional skills. Provide better practice guidance for students.[3] Colleges and universities should strengthen cooperation with enterprises, absorb professional teachers from schools, and form a "double-qualified" teaching team. Enterprise employees have a clear understanding of the mastery of new skills and the need for abilities in their long-term careers, and integrating them into the teaching staff of colleges and universities can not only enrich the composition of college teachers, but also promote the "dual-teacher type" The cultivation of talents can also meet the needs of the "dual-element" teaching mode.

4.2. Improve the talent training evaluation mechanism of the teaching mode of integration of production and education

In order to build a production-education integration model and cultivate applied technical talents, a new type of higher vocational application-oriented education evaluation system must be established. Comprehensively grasp the effect of the school-enterprise cooperation in the construction and development of the integration of production and education, find out the problems in time, and make adjustments and changes, so as to evaluate and promote education to better promote the construction and implementation of the collaborative education model. Colleges and universities should improve the talent training evaluation system, take college teachers, enterprise seniors, students, and enterprise managers as evaluation subjects, and give full play to the objective evaluation role of various evaluation subjects in talent cultivation. Colleges and universities should strengthen cooperation with enterprises and reform the evaluation of personnel training. On this basis, the two sides should establish corresponding talent training evaluation indicators, in order to comprehensively evaluate the professional theoretical knowledge and ability quality of college students, so as to ensure the cultivation of applied technical talents. Colleges and universities should work together with enterprises to change the mode of talent training evaluation, apply network technology to talent training evaluation, dynamically monitor the performance of students in teaching, pay attention to process evaluation, find problems in time, and use information technology to carry out evaluation, which can greatly expand education. The time and space limitations of human evaluation ensure the objectivity and correctness of educational evaluation.

4.3. Improve the education guidance system that combines teaching and practice

The college introduces the "result-oriented" teaching idea, and establishes the corresponding relationship between "ability realization" and "curriculum system" by sorting out the course knowledge points. The teaching chain from theoretical learning, hands-on practice to inquiry learning, the design activities run through the whole process of practical teaching, through the teaching chain of theoretical learning, hands-on practice and then inquiry learning, the design activities run through the whole process of practical teaching, realize the theoretical A cross-spiral of teaching and hands-on teaching enables students to gain a meaningful and integrated design experience. The key construction laboratory, the Dawning Big Data Application Research Center, provides teachers and students with technology research and development, engineering development sites, equipment, and daily management. At the same time, it also creates an open and free atmosphere for teaching and research, and regularly conducts academic salon activities to promote teachers. Establish a team, cooperate with each other, encourage teachers and students to form a teacher-student learning community, and cooperate to complete the research on key technical problems, the research and development of engineering applications, and the incubation of innovative and entrepreneurial projects. Teachers continuously improve their abilities in the development of technology. At the same time, the students' innovation ability, application ability and engineering ability are strengthened in teaching.

4.4. Innovate and transform scientific and technological achievements

Colleges and universities are an important place to cultivate college students' creative thinking. There are two ways for college students to innovate on campus: scientific research and subject competition. By promoting research through competition and using the teaching method of participating in competitions and research projects, students can understand the industrial development trend of their learning, and be familiar with the professional theories in this field, so as to stimulate the innovative spirit of college students. Through practical invention and patent application, promote the organic integration of competition results and industry, university and research. In addition, the training methods of college

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students' external innovation ability mainly include "maker" space and practice bases established by enterprises and universities.

China has accumulated many useful experiences in scientific and technological innovation and the transformation of scientific and technological achievements. Through the transformation of market-oriented scientific and technological achievements, the government has formed a complete system of law, information services, diversified evaluation and venture capital. Many foreign countries have also given policy support in this respect, reflecting the development trend of internationalization. The UK has implemented a number of programs in the fields of industry-university-research institutes, financing and intellectual property rights, enabling the government to play an important role in personnel training and industry-university-research cooperation. In the current education reform, in order to give full play to the leading role of the government, provide preferential policies, build corresponding information platforms, improve relevant laws and regulations, provide safer, faster and more effective channels for the transformation of scientific and technological achievements, and open up the last kilometer of the integration of industry, university and research.

From the perspective of system construction, the training of applied talents not only includes universities, enterprises, industries, social management institutions, government departments, but also includes school-enterprise cooperation, professional construction, curriculum setting, entrepreneurship and innovation and other aspects. "Integration of industry and education" refers to stimulating the enthusiasm of all sectors of society, taking cultivating the creativity of college students as the center, so that the advantages of all aspects can penetrate into the whole process of talent training, so as to give full play to the potential of cooperation between the two sides. Cultivate the spirit of innovation as the core, and build an organizational structure from top to bottom, parallel interaction, multi-subject, multi-element structure, so that the overall functions of the enterprise can be given full play. So that all aspects of each subject have vitality and power, in the collaborative education, win-win cooperation to achieve common responsibility and benefit-sharing. Under the guidance of "application", strengthen the investment in innovation, integrate the resource advantages of all aspects, so that "innovation" can drive organizational cooperation, and let "innovation" can improve organizational efficiency.

4.5. Build a multi-level and multi-functional collaborative education platform

Under the background of the new era, local undergraduate colleges and universities should actively into the national strategy and international trend, actively explore collaborative education mode, build and perfect the university-enterprise cooperation mechanism, deepen the integration, joint government, industry, enterprises to explore suitable for the regional economy and university development requirements of the "linkage, coordinated development" the mode of cooperation, the integration of resources, arouse the enthusiasm, grasp the training talent development trend. Focus on the key reform contents such as scientific and technological services, regional development and industrial progress, jointly enhance industrial competitiveness, promote regional economic development and industrial upgrading, promote school development, and achieve a multi-party win-win situation.

5. Conclusion

To sum up, in the process of promoting the integration of production and education, the application-oriented undergraduate needs to clarify the current problems of the integration of production and education, and find the innovation of the reform of the integration of production and education. Further implement the construction of teaching staff, actively deepen school-enterprise cooperation, establish training bases, and support the comprehensive development of students.

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