

Research on the Construction of Practical Education Community in Higher Vocational Colleges in the New Era

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Abstract: *Community of practice education is the government, enterprises, schools involved in the practice education together, form a organic whole, through a variety of collaboration and communication, realize the resource sharing, to break the limitations of education, management and practice in higher vocational colleges, to cultivate needed for educational standards in the field of professional talents, realize the school to the enterprise's seamless, promote the joint, the purpose of the talents produced and In order to transport more excellent talents to the society, this paper will analyze the current situation and existing problems of the construction and development of practical education community in higher vocational colleges in China, and put forward suggestions on how to better carry out the construction of practical education community in higher vocational colleges.*

Keywords: *Higher vocational colleges; Practice; Education Community*

1. The introduction

The traditional model of independent education in higher vocational colleges education environment has been difficult to adapt to society, the enterprise to talented person's demand, students in school learn theoretical knowledge, hysteresis, unit of choose and employ persons requires the disconnect, under this background, Ministry of Education in our country, the Ministry of Human Resources and Social Security, state-owned assets supervision and administration departments put forward the building of "community of practice education in colleges and universities" teaching tasks, Combine high quality education resources from the government, enterprises and universities. Under the guidance of local governments, educational resources and rights and interests are shared, the school-enterprise linkage education model is created, the needs of enterprises are taken as the talent training standard, and enterprise mentors are introduced to provide teaching guidance for students, so as to realize the two-way integration of school-enterprise culture and provide more competitive talents that can meet the job demands.

2. Significance of community construction of practical education in higher vocational colleges

2.1. It is beneficial for higher vocational colleges to optimize teaching resources

The establishment of practice and human community in higher vocational colleges will introduce a large number of government public education resources into schools, increase the government's investment in higher vocational education funds, and guarantee the educational resources of colleges and universities in the practice of education. Enterprises to join the school education, to participate in school education and management, enterprise and campus tutor's common teaching to the student, teaching more practical work experience, to the needs of society, the enterprise demand as the direction of teaching aims and students, the system culture, education orientation, interest demands, such as target to achieve highly consistent, implementing the resources sharing, in the process of practice education in colleges and universities Promote each other and enrich the educational resources of the school. At the same time, university-enterprise cooperation relationship between enterprises to become the students practice base, provide more practice opportunities for students, students in the process of practice, to be able to learn the theoretical knowledge directly applied to the practice, the students' knowledge migration ability, divergent thinking ability, innovation ability will have greatly ascend, To a great extent, it promotes the transformation of theoretical talents to practical talents in higher vocational colleges.

2.2. Guarantee the supply of excellent talents

For enterprises, the joint construction and education of enterprises and higher vocational colleges can guarantee the supply of talents. First of all, the enterprise mentors in campus, can let the enterprise concept, the latest work, professional quality and better penetration to the students' learning and in life, to social demand for talent as a starting point, the students of more able to adapt to the job requirements and development of the enterprise direction, realize students from school to work together seamlessly. Secondly, more students take advantage of after-school, vacation and practice opportunities to go into the front-line work of enterprises and participate in the operation, management and front-line of enterprises. Through this process, enterprises can comprehensively cultivate students' abilities in all aspects, which is conducive to selecting excellent talents and filling the talent gap of enterprises.

2.3. Ensure the reasonable distribution and circulation of teaching resources

The government's participation in the community of practical education and the realization of the government's macro-allocation of educational resources can ensure the balanced flow of teaching resources and tilt the educational funds and resources to some economically underdeveloped areas with backward teaching resources. In view of the establishment of the community of practical education, we should do a good job in institutional guarantee and establish the corresponding practical teaching guarantee mechanism. For example, the school should improve the system of organizational leadership, teaching staff, funding guarantee, education incentive and so on, and fully mobilize the enthusiasm and initiative of each educational subject. Timely promulgation and updating of various rules and regulations, and detailed division of implementation planning, implementation steps and implementation goals of the community of practice and education. Pilot colleges and universities should be set up for units that are better at establishing the community of practical education, focusing on creating and promoting education and teaching models, giving full play to the role of demonstration and leadership, and promoting the community of practical education to a deeper and more detailed direction.

3. Problems existing in the establishment of practical education community in higher vocational colleges

3.1. The government and enterprises have little participation in the establishment of the community of practical education

Our traditional school teaching process as the leading idea ingrained, although a lot of schools set up with the local government, well-known enterprises related education community, however, play a role of the government and the enterprises is not obvious, government coordination, lack of the function as a whole, to develop and perfect policy system does not reach the designated position, to carry out the effect not beautiful, high operating costs and inefficiency. Some enterprises in the practice community can not play the corresponding practical guidance role, lack of awareness of talent training, less participation in education and teaching, low initiative, can not really walk into the campus, to train practical talents to provide guiding opinions and suggestions.

3.2. Higher vocational colleges do not pay enough attention to the establishment of practical education community

Although China has issued relevant documents requiring colleges and universities to actively create a community of government, school and enterprise practice and education, in some economically developed areas, key colleges and universities also focus on and promote the implementation of this work, the implementation of pilot colleges and other measures. However, many of the community of practice education in higher vocational colleges to create work is not smooth, the school attaches great importance to the degree is low, many higher vocational colleges to the educational objectives focused on expanding scale, improve the teaching result, broaden the recruitment channels and other things, to seek the attention in government, business, teaching resources, lower input of energy is less, It is relatively passive in the establishment of coordinated education community. When the government and enterprises enter the campus, the irrationality of the institution setting of the school is gradually prominent, the policy system is not perfect, and there is a lack of overall planning. As a result, it is difficult for the school and enterprises to reach an agreement on the teaching content and mode, and even conflict of teaching views occurs.

4. Ways to construct the community of education in higher vocational colleges

4.1. Adhere to the leading position of government and give full play to government functions

Practice in the educational work of community construction in higher vocational colleges, the government should always adhere to the dominant position, on the policy to provide security for projects forward, first in terms of education laws and regulations, make the function of government, enterprises and schools, and refined, strong operability of the supporting policies and programs, use of the resources of the government, exert its dominant position, increase financial input, To ensure the education teaching resources distribution as a whole, excellent education resources to education backward area tilt, instruction in higher vocational colleges to carry out the good practice for the construction of the educational community, for the community of practice education construction advancement to do propaganda work, create a good atmosphere, optimize the development environment, encourage and mobilize the enterprises involved in education in the community construction in higher vocational colleges, In order to realize multi-level, multi-field and multi-directional in-depth cooperation, actively seek the balance point of political and school cooperation, achieve guidance but not command, participation but not intervention, and promote the solid progress of the construction of practical education community.

4.2. Mobilize the enthusiasm of enterprises and participate in the construction of education community

Enterprises change their understanding, actively participate in the creation of a community of practice and education, and work together with schools to achieve a "dual-subject" school-enterprise cooperative education environment. First of all, in terms of teaching objectives, vocational colleges and enterprises should jointly create talent training standards, deeply carry out the teaching mode combining teaching work with enterprise practice, realize resource sharing, complementary advantages and win-win cooperation between schools and enterprises, optimize the education and teaching mode and connotation, and speed up the establishment of the practice platform of school-enterprise cooperation. Transfer the production process, management mode and development results of enterprises to schools to improve the quality of talent training. Secondly, encourage schools and enterprises to build the teaching staff, higher vocational colleges in the protection of power and responsibility division, break the old personnel system, actively absorb the government agencies, corporate managers involved in the management and construction of the campus, set up the board of directors and appointment of the senior engineer, technical consulting, managers, executives at distinguished teachers, experts, With the teachers and students of the school, we participate in the process of overcoming difficulties in various research achievements, solve the technical problems in the actual production of enterprises, promote the extension of campus scientific research achievements to the maximum benefits of enterprises, and improve the innovation and service level.

4.3. Introduction of enterprise practice standards to achieve university-enterprise docking

We will highlight the recruitment orientation of enterprises, ensure to a certain extent that enrollment means employment, increase the employment rate of higher vocational colleges, and give students and parents more confidence in talent training. Secondly, more professional quality and enterprise practice content should be integrated into the curriculum of students in school, so as to cultivate applied talents with excellent theory, excellent technology, strong hands-on ability, strong innovative thinking and strong adaptability to positions. At the same time, school-enterprise cooperation platforms are set up for different majors and corresponding enterprises to make overall arrangements for the course content, docking standards and industry standards, and improve the course standards and teaching content based on the requirements of enterprises and social needs, so as to highlight the enterprise demand orientation of higher vocational majors.

4.4. Improve the evaluation mechanism based on the community of practice and education

The current level of higher vocational colleges to evaluate is one-sided, unilateral self assessment model is usually used in school, this model obviously can't completely cover the practice education community to create the effect evaluation, the local government, shall be cooperative enterprises play a role in the community of practice education into the evaluation index, such as: Whether the local government is in place in terms of resource allocation and policy guarantee, whether the enterprises can

actively participate in the project and play their due role, so as to provide students with more practice opportunities and time and place, the school can do a good job in communication and coordination, and make a timely plan for the development of the school. The evaluation mode can be carried out through the third-party evaluation team of mutual evaluation between government, enterprise and school and the study of professional teaching achievements. Meanwhile, the evaluation mechanism can be improved by means of satisfaction survey for students, teachers and parents, so as to urge the better and faster development of the community of practical education.

5. Conclusion

Practice education community building is the development trend of higher vocational colleges, higher vocational colleges shall do a good job and lead a government dominance that you don't shake, stimulate the enthusiasm of the enterprise, the three parties communication and coordination, the depth of the cooperation, build "mutually embedded type" in vocational educational community, will be the government's administrative resources, the enterprise's technical resources, the school of education resource integration in together, In order to achieve the ultimate goal of improving students' practical ability, conveying more talents for enterprises and promoting better and faster development of social economy.

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