

Research and Practice of the “Dual Subject, Whole Process” School-Enterprise Collaborative Education Model in Higher Vocational Colleges

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Abstract: School-enterprise collaborative education is a new model for cultivating innovative and applied talents. Higher vocational colleges should build a close, stable and in-depth school-enterprise cooperation education mechanism. It is necessary to start with the interest-driven mechanism, communication and coordination mechanism, power restriction mechanism, and interest protection mechanism. School-enterprise collaborative education can be carried out by the school-enterprise cooperation council through the joint development of talent training plans, joint development of curriculum resources, and mutual employment of school-enterprise personnel, Practice training base “internal and external training”, comprehensive evaluation of the quality of personnel training and other methods, to achieve a comprehensive cooperation mechanism of school-enterprise personnel education, resource sharing, personnel sharing, base construction, and quality evaluation.

Keywords: Higher vocational college, Collaborative education, Practice study

1. Introduction

Currently, the market has higher and higher requirements for talents, and higher vocational colleges are facing more and more challenges in the process of talent training. In the process of promoting the transformation and upgrading of the industrial structure, the past talent training model of higher vocational colleges has been unable to meet the needs of enterprises. Therefore, higher vocational colleges must innovate talent training models, broaden teaching ideas, and deepen school-enterprise cooperation. Industry-university-research collaboration education is one of the effective ways to improve the comprehensive quality of students, and it has certain value in talent training in higher vocational colleges. In the process of industry-university-research collaborative education, higher vocational colleges must pay attention to the actual situation, learn from relevant experience, and orderly promote the smooth development of various tasks.

2. The Connotation and Essence of “School-Enterprise Dual Main Body” Collaborative Education

In order to discover new economic growth points and maintain the stamina for development, Guangdong Province implements the “dual transfer” development strategy of industry and labor, and actively promotes the adjustment of industrial structure and the transformation of economic development mode. This determines the need for a large number of companies that can meet the requirements of industrial structure transformation and upgrading. High-quality technical and skilled personnel. In recent years, Guangdong's higher vocational education has achieved remarkable results. However, due to the single subject and single resource operation of higher vocational colleges, especially public colleges and universities, the concept and will of a single subject runs through the entire process of professional talent training, which generally leads to trapped in professional curriculum settings, textbook content selection, and the reality of industry enterprises. There are a series of insurmountable difficulties, such as the disconnection of demand, the shortage of school funding and the high cost of talent training, and the contrast between self-appreciation of talent quality and social evaluation. In order to get out of the predicament, many higher vocational colleges learn from the German “dual system” and Singapore's “teaching factory” experience, reform and innovate the talent training model, improve the quality of talent training, meet the requirements of social and economic development and achieve certain results. However, due to the failure of the school-running

system to achieve effective innovation breakthroughs, and the in-depth integration of school-enterprise cooperation, the resources of industry enterprises, especially practitioners (enterprise technical experts, skilled craftsmen), have not been deeply involved in all aspects of professional talent training. In terms of function or legal status, they have failed to become the main body of professional talent training. Higher vocational colleges have still failed to break through the traditional training model of "single subject", and the technical and technical talents trained are still unable to meet the requirements of modern industries. In view of this, the dean of the college, Professor Liu Huijian, took the lead in the country in April 2008 to propose and implement the school-running concept of "school-enterprise dual main body" that allows schools to deeply integrate with enterprises and jointly become the main force of professional talent training.

"School-enterprise dual main body" is one of the specific modes of school-enterprise collaborative education. In terms of connotation, it mainly includes four meanings: First, the enterprise main body in the "dual main body" refers to the deepening reform of the school-running system and mechanism. In the process of running a school and training professional talents, it gradually shifts from the main body of functional role to the main body of legal status; second, the ultimate goal of running a school is talent training. Therefore, the most important meaning and essential requirement of running a school is It is necessary to build a new model of "school-enterprise dual main body" talent training that integrates the advantages of both parties, that is, to establish a two training main body (school and industry enterprise), two training teams (full-time teachers and enterprise technical experts, skilled craftsmen) , Two training positions (schools and enterprises) to jointly complete the education and training mode of professional talent training; third, as the main body of professional talent training, it means that corporate resources penetrate into all aspects of the professional talent training process, including professional settings and Adjustment, professional training plan formulation, curriculum material development and compilation, professional technical skills teaching, professional training practice guidance, teaching and talent quality evaluation, etc., and participation in each link exceeds 50% of the workload, thus becoming a professional talent The main force of training; the fourth is the essence of "school-enterprise dual main body" running a school, which means that under the conditions of institutional reform and innovation, the two sides of the school and enterprise realize resource collaboration and in-depth participation in the whole process of professional talent training, reflecting the innovation of the school running system Innovation with professional talent training model.

3. The Content of the School-Enterprise Collaborative Education Mechanism

The key to the school-enterprise collaborative education mechanism is to find a win-win combination of interests between the school and enterprise. At present, the focus of enterprises on talent training is on "use", not on "raising". Higher vocational colleges export talents. To achieve rapid development and enhance their market competitiveness, enterprises need talents, and they are talents with high quality and strong practical ability. This is the "profit" that enterprises seek. The government should announce some relevant policies to support the enterprises participating in school-enterprise cooperation in terms of resources such as talents, funds, and equipment to promote the development of school-enterprise cooperation. At the same time, schools should attract enterprises to participate in talent training, so that they have sufficient voice in the talent training process, and targeted training for enterprises to meet their development needs.

Higher vocational colleges and enterprises are two independent business units. In the process of talent training, while both parties are pursuing their own interests, conflicts and conflicts will inevitably arise. Therefore, it is particularly necessary to establish a communication and coordination mechanism. Establish a corresponding communication system and platform to achieve. First, schools and enterprises jointly set up a special school-enterprise cooperation management office to strengthen contact and communication with enterprises and industry associations, regularly hold communication and coordination meetings, and build a school-enterprise cooperation information exchange platform to communicate and solve problems in the process of cooperation in a timely manner. Second, give full play to the role of industry associations as a bridge between colleges and enterprises. The involvement of industry associations can play a very good lubricating role in the cooperation process between universities and enterprises, making the cooperation effect more obvious, and making the cooperative relationship between the two parties possible. Continuous development.

The interest-driven mechanism can mobilize the enthusiasm of the enterprise, and the power and responsibility restriction mechanism can avoid the inaction of the enterprise in the school-enterprise cooperation and prevent the school-enterprise cooperation from becoming a formality, thus stimulating

the motivation of both schools and enterprises, and protecting the legitimate rights and interests of all parties. First, sign a cooperation agreement between the school and enterprise, improve the working system and measures of school-enterprise cooperation; clarify the responsibilities and obligations of both parties. Second, we must give play to the government's role in school-enterprise cooperative education, and supervise schools and enterprises. The government can issue relevant laws and regulations to restrict the responsibilities and obligations of both schools and enterprises in the process of school-enterprise cooperation.

The interest protection mechanism can effectively protect the legitimate rights and interests enjoyed by the school and enterprise in the process of cooperation. To achieve this, we must start from the four parties of politics, school, enterprise and industry. The government should establish and improve the interest protection mechanism for school-enterprise cooperation, revise and improve relevant laws, regulations and policies; set up special funds for school-enterprise cooperation, so as to build a government-level guarantee mechanism to promote the healthy and stable development of school-enterprise cooperation. Higher vocational colleges should establish a school-enterprise cooperation steering committee, hold regular special meetings, rationally plan resources, and formulate a special system that meets the needs of school-enterprise cooperation. Enterprises should appoint full-time school-enterprise cooperation management personnel to participate in the revision of the talent training program of cooperative colleges, professional curriculum development, and construction of teaching staff, and undertake various management tasks to achieve resource sharing. Industry associations should serve as a platform for exchanges between schools and enterprises, play a guiding role in vocational qualifications, professional ability training, etc., and formulate corresponding rules and regulations to ensure the orderly development of school-enterprise cooperation and education.

4. Implementation of the School-Enterprise Collaborative Education Mechanism

Adopt the model of "government-led, industry-guided, enterprise-participated, and school-based" to form a school-enterprise cooperation council composed of the government, industry associations, companies, and colleges. By optimizing the school-enterprise cooperation council system, mobilize companies to participate in careers The enthusiasm of education, the improvement of the multi-party co-management of the organization and operation mechanism, the promotion of close ties and in-depth cooperation between the government, the school and the enterprise, to achieve a win-win situation for all parties. The leading role of the government is mainly reflected in strengthening the driving force. In the process of school-enterprise collaborative education, the government has issued some policies and regulations, formulated corresponding management measures, provided preferential policies for enterprises to participate in education, and granted tax reductions, exemptions, awards, and naming for enterprises that performed outstandingly in the process of school-enterprise cooperation. Media propaganda and other support promote the construction of an interest-driven mechanism for enterprises to participate in higher vocational education. The guiding role of industry associations is mainly reflected in the establishment of communication and coordination platforms. The industry association guides the professional settings of higher vocational colleges based on the development background of the industry. At the same time, it pays attention to listening to the voice of the enterprise, and feedbacks the needs of enterprise talents to the school, so that the enterprise becomes another main body of the college talent training, and coordinates the school and enterprise Cooperation needs, communicate the school-enterprise cooperation in the aspects of training plans, training specifications, education quality evaluation, etc., and promote the establishment of a school-enterprise cooperation communication and coordination mechanism.

College teachers, corporate technical personnel, and skilled workers with rich practical experience formed a curriculum development team. In order to make the content of the curriculum more in line with the actual production, the actual products and projects of the enterprise were introduced, and the "practical, practical, Advanced" curriculum resources. In the development of professional courses, both schools and enterprises play their respective advantages. Enterprise personnel mainly provide enterprise cases, summarize operating experience, perform production process demonstration operations and record teaching videos. Professional teachers are mainly responsible for content organization and text presentation, so as to jointly formulate curriculum standards and cooperate in teaching materials, teaching cases and teaching courseware and other curriculum resources Development. At the same time, taking advantage of students' internship opportunities, the typical production cases of the enterprise are transformed into actual teaching projects. The construction takes resource materials as the core, and realizes the sharing, convenience and efficiency of resource

utilization, so that teaching resources and The industrial transformation and upgrading are synchronized, and the school-enterprise resource sharing mechanism is improved.

Improve the mutual employment of school-enterprise personnel and build a mechanism for sharing personnel. Through the principle of “classified management and tailor-made”, full-time teachers are divided into professional leaders, backbone teachers, and general teachers. Professional leaders learn advanced methods of vocational education and accept vocational education concepts at home and abroad to enable them to grasp the development direction of their profession, formulate professional talent training programs, and improve curriculum reform, scientific research, and innovative design projects. Key teachers improve curriculum development and teaching design capabilities by cooperating with enterprise professional technical personnel to develop courses and co-teaching. Generally, teachers can improve their comprehensive professional quality and practical teaching ability through learning and training of new professional technology, new equipment, and new concepts in enterprises.

5. Conclusion

Establish a school-enterprise collaborative education mechanism from improving the quality of talent training as the starting point to achieve the cooperation requirements of “talent education, base construction, resource sharing, personnel sharing, and quality evaluation”. Solve the problem that the talent training of higher vocational colleges is not closely integrated with the requirements of the industry and enterprises, and the curriculum system, teaching content, teaching methods and the realization of technical skills talent training goals are not suitable. The overall level of the teaching staff and practical teaching conditions cannot fully meet the talent training. Cultivate key issues such as inadequate quality evaluation system, so as to enhance the vitality of running schools, form a long-term mechanism for school-enterprise cooperation and development, and achieve mutual benefit and win-win results for government, school and enterprise.

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