

New Ideas and Strategies for Eliminating Obstacles to the Integration of Industry and Education in Vocational Education

Yang Lisha

Hunan Industry Polytechnic, Changsha, Hunan, 410000, China

Abstract

The integration of industry and education in vocational education is related to the direction of vocational education reform and the quality of personnel training. Nowadays, there are institutional obstacles to the integration of industry and education in Vocational Education in China in terms of government power boundary, governance system, governance model, safeguard measures and environmental atmosphere. Therefore, the author makes an analysis and Discussion on the new ideas and strategies for eliminating the obstacles to the integration of industry and education in Vocational education. The study found that during the social transition period, the survival and development of vocational and technical education became crucial. And the results of the research show that the integration of production and education in vocational education is an inevitable requirement for the establishment of a modern vocational education system. It is not an activity under the administrative instruction, but an inherent requirement for the development of vocational education.

Keywords: Vocational Education; Integration of Production and Education; Obstacle Elimination

1. INTRODUCTION

Today, China has entered a new era of socialism with Chinese characteristics, and economic development has entered a new normal [1]. This document is jointly launched by the National Development and Reform Commission, the Ministry of Education, and the Ministry of Human Resources and Social Security. The main content is to strengthen the construction of experimental training and promote the integration of production and education [2]. However, in the course of the development of vocational education in China, the introduction of the integration of production and education is only a matter of recent years. The academic circles have also carried out some theoretical research and practical explorations. Most of the concerns are the inevitability of the integration of production and education [3]. The lack of reflection and questioning on the inherent nature of the integration of production and education has led to the emergence of a phenomenon that is now in the process of promoting the integration of production and education [4]. The root cause of such contradictions lies in the fact that the school's running school is out of line with the production of industrial enterprises, and the goal of talent cultivation is not consistent with the needs of enterprises. Discussing the theoretical basis of the integration of industry and education is of great significance both in theory and in practice [5]. With the continuous refinement of social division of labor, the two systems of industry and education are increasingly separated in the process of marketization. Obviously, the most primitive definition of this "integration of industry and education" is a narrow understanding of "in-project" [6]. It is of great value to study and reform the investment of state-owned enterprises in Vocational education, to improve the macro-control of government investment in Vocational education, and to explore the restructuring reform of some public schools in China.

In the field of Vocational education, the integration of industry and education is not only a matter of policy and practice, but also an important theoretical issue. As a very important goal of Vocational education, the integration of industry and education is the organic unity of form and content [7]. The integration of industry and education is the key to promote the coordinated development of education and economy, and to cultivate talents needed by industrial enterprises. It is also the direction of vocational education reform and development. The theoretical basis of

integration of industry and education in vocational education mainly includes system theory and social system theory, educational ecology theory, social partnership theory, stakeholder theory, work-based learning theory, etc. Implementing the policy of integration of industry and education has become the core issue of vocational education reform in China [8]. The great significance of the integration of production and education lies in the innovation of vocational education. First of all, the integration of production and education is a transformation of the school-running model. Therefore, the investigation of "the end of the integration of production and education" is an important issue that cannot be avoided in the study of the integration of production and education. Its academic value and guiding significance to practice are self-evident [9]. In-depth analysis of the connotation of the integration of production and education, as well as the needs of industrial enterprises and vocational colleges, and effectively promote the deep integration of production and education, is a current concern [10]. From a comparative perspective, this paper explores the contradictions and dispelling between the various subjects in the process of the integration of production and education, reveals the value selection logic of the integration of production and education, and provides theoretical support and guidance for the integration of production, education and education in vocational education.

2. THE CURRENT OBSTACLES TO THE INTEGRATION OF PRODUCTION AND EDUCATION IN VOCATIONAL EDUCATION IN CHINA

2.1 Unbalanced relationship between government and market: government power boundaries and role positioning

The government and the market are always the two ends of the market economy, and they are also two forces that are difficult to balance. The so-called more in-depth refers to breaking through the formal cooperation between existing schools and enterprises, and there must be substantial cooperation. Such cooperation can be called "integration." The main reason is that vocational education has encountered challenges from all aspects of society in the new situation. Parents are eager to see Jackie Chan, coupled with the current employment situation in China, the recruitment of workers blindly requires high education. The economic transition marks that China's economic system reform has developed in a more in-depth direction, which means that productivity will be greatly liberated, and thus China's economy will be more activated. The ambiguity of the relationship between government and market is evident in the integration of industry and education in Vocational education. This kind of school-enterprise cooperation, the government and enterprises as the two main forces of integration of industry and education, play their respective functions and advantages. As the number of unemployed has increased dramatically in the past two years, enterprises are lacking in employment, and the occupational positions provided by the society are limited, it will inevitably lead to the lack of attractiveness of Vocational Education in the past two years.

2.2 The backward governance model: the relationship between organization, management and evaluation is vague

It is precisely because of the ambiguity of the power boundary of the government and the absence of the intellectual property protection system of the integration of industry and education that leads to the confusion of the relationship of organization, management and evaluation. The integration of industry and education can set up national, provincial and municipal projects, with the project as the carrier, leading enterprises and vocational schools to carry out in-depth cooperation. Let the integration of industry and education achieve fruitful results in product research, curriculum, textbooks, teaching standards, vocational standards, evaluation and so on. Although vocational and technical education has played a more and more important role in the development of economy and society and the reform of education system, it has exerted more and more profound influence, but in the past two years, it has encountered greater difficulties, and its situation is quite grim. The nature of the relationship between production and education is constantly adjusted due to changes in the social environment, school conditions, and participation factors. There is no third-party organization and evaluation system. In addition, enterprises participate in the integration of production and education, set up internship positions for students and conduct internship guidance. It is also an extra expense. It requires government subsidies or policy support, and appropriately compensates industry enterprises for participating in the integration of production and education.

3. SUGGESTIONS ON PROMOTING THE DEEP INTEGRATION OF VOCATIONAL EDUCATION AND PRODUCTION

3.1 Give full play to the leading and guarantee role of the government in the integration of production and education

At present, the state attaches great importance to the development of vocational education, and the cultivation of technical and skilled personnel has been mentioned to an unprecedented height. Therefore, accelerating the integration of production and education in vocational education has become a very important issue at present. Regardless of the cause, the obstacles to the integration of production and education are eliminated. The purpose of talent training in vocational education is based on this consideration. Lifelong education is the sum of all kinds of training that people receive in their lifetime, including education in various ways at all ages. In addition to the active participation of vocational colleges and enterprises, the integration of production and education requires the government to play a leading role and guarantee role in general. In fact, the problem to be solved in the integration of industry and education is how to maintain the resource allocation relationship between industry and education in terms of improving social efficiency. With the development of technological innovation and industrial upgrading, the demand for technological skilled personnel will be increasing, especially those based on production, construction, management and service. From this point of view, vocational and technical education is by no means a final education. Vocational education and training is an important part of lifelong education system and learning society. It not only expands the time and space of education, but also meets the needs of life-long vocational training and learning of all kinds of on-the-job employees. It is an important link in the establishment of modern education system.

3.2 Strengthening vocational education to serve regional industries

Among the five practical obstacles mentioned above, some are caused by the integration system of industry and education, and some are new problems in the process of upgrading industrial structure. Without skilled personnel, competitiveness cannot be formed. This is true of a country and a place. According to research, vocational education can only take five years or less in terms of the applicable period of the educational content taught. Enterprises should play an active leading role in the development of Industry-Education integration, but in the current practical process, the enterprises' participation enthusiasm is not high and the active leading role has not been played, which leads to the limited depth and unsustainable of Industry-Education integration. Both employment and progression are important. The new school-running pattern in which academic education and vocational training coexist is the key and way out for vocational education reform. In the process of integration of production and education, the absence or offside of government power is not advisable. Establishing a "listing mechanism" is an important form to ensure proper and proper exercise of government power. The promotion of the integration of production and education requires the participation and support of multiple parties and follows its proper development path in order to effectively carry out in the context of the logical development of vocational education.

4. CONCLUSIONS

Improving the evaluation method is the fundamental path to prevent academic drift, and it is also the key to improving the atmosphere of integration of production and education. It is necessary not only to see its major impetus to the "in-project" vocational colleges, but more importantly, to see its leading role and demonstration role for a large number of "out-of-project" vocational colleges. The integration of production and education is an important way for the development of modern vocational education. All sectors of society should pay great attention to the integration of production and education. Under the mode of integration of production and education, the evaluation of teachers should not be based entirely on the number of papers. It is necessary to regard the "integration of production and education" as the solid foundation of vocational education. It is also necessary to regard "integration of production and education" as the "engine" for stimulating economic development and the need for economic and social development. Give full play to their respective advantages, actively participate in and support the running of schools, while promoting the deep integration of production and education in Vocational education,

better meet the needs of their own development. In a word, the integration of industry and education in vocational education involves two fields: industry and vocational education. It has its own unique logic. Its theoretical basis is complex and diverse. It is not covered by a single or several theories. The discussion in this paper is only an attempt.

REFERENCES

- [1] Mohammed H, Mohamed W A W. Reducing Recidivism Rates through Vocational Education and Training. *Procedia - Social and Behavioral Sciences*, 2015, 204:272-276.
- [2] Billett, Stephen. The standing of vocational education: sources of its societal esteem and implications for its enactment. *Journal of Vocational Education & Training*, 2014, 66(1):1-21.
- [3] Brunello G, Rocco L. The effects of vocational education on adult skills, employment and wages: What can we learn from PIAAC?. *SERIEs*, 2017, 8(4):315-343.
- [4] Marope P T M, Chakroun, Borhène, Holmes, K. P.. Unleashing the potential: transforming technical and vocational education and training. *International Review of Education*, 2015, 62:1-3.
- [5] Hummelsheim S, Baur M. The German dual system of initial vocational education and training and its potential for transfer to Asia. *PROSPECTS*, 2014, 44(2):279-296.
- [6] Pilz, Matthias. India's skills challenge: reforming vocational education and training to harness the demographic dividend. *Journal of Vocational Education & Training*, 2016:1-2.
- [7] Beek J A, De Jong F P C M, Minnaert A E M G, et al. Teacher practice in secondary vocational education: Between teacher-regulated activities of student learning and student self-regulation. *Teaching & Teacher Education*, 2014, 40(3):1-9.
- [8] Salvisberg A, Sacchi S. Labour Market Prospects of Swiss Career Entrants after Completion of Vocational Education and Training. *European Societies*, 2014, 16(2):255-274.
- [9] Polidano C, Tabasso D. Making it real: the benefits of workplace learning in upper-secondary vocational education and training courses. *Economics of Education Review*, 2014, 42:130-146.
- [10] Teacher interpersonal behaviour and student motivation in competence-based vocational education: Evidence from Indonesia. *Teaching and Teacher Education*, 2015, 50:79-89.