

# Construction of High-quality Talents Training Community in Secondary Vocational Education

Ting Du<sup>1, a</sup>, Shaolun Zeng<sup>2</sup>

<sup>1</sup>School of Education and Psychological Science, Sichuan University of Science & Engineering, Zigong, 643000, China

<sup>2</sup>School of Management, Sichuan University of Science & Engineering, Zigong, 643000, China

<sup>a</sup>314044810@qq.com

## Abstract

**The development of secondary vocational education is inseparable from the support of secondary vocational schools, governments, industries, and enterprises. In fact, the existing collaborative education models are mostly government-led, schools as the main body, industry-drive, and enterprise-participated models. There has not been a long-term cooperation mechanism between the various education subjects, which leads to the quality of talent training and industry. Demand cannot be effectively connected. On the basis of combing the relevant literature, the article analyzes the education goals of the high-quality talent training community. And based on the perspective of stakeholders, on the premise of in-depth analysis of the interest appeals and conflicts of interest of the various educating subjects in secondary vocational education, the interest coordination mechanism and path for constructing an educating community are proposed.**

## Keywords

**Secondary vocational school; High quality; Talent training; Community.**

## 1. Introduction

China's secondary vocational education has been exploring the innovation of talent training model in order to achieve the unity of the quantity and quality of talent training. In recent years, the state has attached great importance to the development of secondary vocational education and has continuously introduced policies to improve the level of development of secondary vocational education. For example, in 2005, the State Council promulgated the "Decision on Vigorously Developing Vocational Education", which required vigorous implementation of the school-enterprise cooperation training model, stipulated that secondary vocational students should undertake internships in the last year, and reform the traditional talent training model to strengthen the relationship between schools and enterprises. In 2010, the Ministry of Education promulgated the "National Medium and Long-term Education Reform and Development Plan Outline (2010-2020)", requiring the gradual implementation of the free system of secondary vocational education, improving the financial aid policy for students from poor families, and enhancing the attraction of secondary vocational education. In 2014, the "Decision of the State Council on Accelerating the Development of Modern Vocational Education" proposed to implement good vocational and general enrollment work, and encourage county-level vocational schools to cooperate with urban colleges and scientific research institutions to improve the development of secondary vocational education. In 2019, the State Council the "National Vocational Education Reform Implementation Plan" was issued and further proposed measures to improve the development level of secondary vocational education by improving school conditions, optimizing the school layout structure, and improving the enrollment mechanism.

Secondary vocational education of China is closely related to the development of social economy. With the rapid development of the economy and society, the demand for practical skill-based talents continues to expand. In fact, there are many problems in talent training in secondary vocational schools. As far as accounting major is concerned, there are some problems in schools, such as inaccurate orientation of talent training target, outdated teaching mode, unsuitable setting of curriculum system to market demand, and so on. Taking the accounting profession as an example, there are problems in schools such as inaccurate positioning of the training objectives of accounting talents, outdated teaching models, curriculum systems that do not meet market needs, and limited accounting training venues; On the part of students, there are problems such as low employability of graduates, lack of financial learning ability, and lack of professional quality; on the aspect of industry enterprises, due to the strong practicality of the accounting profession and the low professional quality of students, as well as the long cycle of cooperative education, difficult management and poor results ", leading to problems such as a weak sense of cooperation and low enthusiasm; the government cannot balance the relationship between the development of secondary vocational schools and the economic benefits pursued by the society and enterprises due to the imperfect cooperative education mechanism, resulting in the failure to effectively perform its functions. Most of the cooperative enterprises are in a passive situation, leading to the disconnection between talent training and social needs, and it is difficult to meet the needs of industry and enterprise development. The improvement of the quality of personnel training in secondary vocational education is inseparable from the support of schools, governments, industries, and corporate educators. It is necessary to clarify the respective responsibilities, rights, and functions of each educator to achieve an effective connection between educators , To build a secondary vocational education talent training community, improve the quality of secondary vocational education talent training and social service capabilities, and achieve a win-win situation in which enterprises obtain talents, students obtain skills, and schools develop.

## 2. Literature Review

The talent training model is the most basic issue in the construction of vocational schools, it is also the logical starting point for the study of talent training models. The construction of the talent training model is related to the improvement of the talent training and the vocational education. It is the key to deepening reform and accelerating development of vocational schools, and has become the focus of research. In 1983, Wen Yulin first proposed the concept of "talent training model", he believed that the professional setting of colleges and universities should be divided scientifically in accordance with the development trend of the times to improve the "quality" and "efficiency" of talent training and avoid "causing talent waste"[1].

In 1998, the Ministry of Education formally defined the connotation of the talent training model in the "About Deepening Teaching Reform": "The talent training model is the knowledge, ability, and quality structure that the school builds for students, and the way to achieve this structure. It clarifies the characteristics of talent training and intently embodies educational thoughts and educational concepts". After that, many documents extended the concept of talent training model to vocational education. For example, Xu Han believes that the talent training model of vocational education is guided by scientific concepts. Vocational colleges and teachers follow the goal of students' vocational ability. With technical knowledge and work process knowledge as the main content, action-oriented as the main teaching method [2]; Zhou Guozhu believes that the talent training model of higher vocational education is the organization of talent training activities adopted to achieve the goal of talent training in higher vocational education. The style and operation mode have rich connotations. It has the characteristics of activity and cooperation [3]. This article believes that the vocational education talent training model must

first clarify the essential characteristics of vocational education. On the basis of distinguishing secondary vocational education and higher vocational education, the goal of vocational education talent training should be clarified. A stable structure and mechanism will form a framework and guidelines for vocational education talent training activities.

The vocational education talent model mainly revolves around two issues, namely: "what kind of talent to train" and "how to train talent". Its constituent elements mainly include five aspects: training concept, training goal, training process, training system and training Evaluation [4]. The training concept is the educational concept and principle respected by talent training activities; vocational education should adhere to the ability-based educational concept, and cultivate students' ability to think, be good at storage, solve problems and develop positioning based on the principle of students' all-round development [3]. The training goal is to implement the normalization of talent training activities; due to its particularity, vocational education should be determined by job requirements. Vocational skills must be integrated with professional spirit, and technical skills education and academic education must be combined [4] [5]. The training process is the specific implementation of training goals; it can be divided into two dimensions: education content and education methods, which mainly include professional settings, training plan formulation, curriculum setting, teacher allocation, internship and so on [6]. The training system is a key element in the formation of a talent training model, ensuring the institutionalization and standardization of talent training activities [7]. Training evaluation is the monitoring of talent training activities, ensuring the smooth progress of talent training activities, and effectively achieving talent training goals; training evaluation includes professional positioning, talent training programs, curriculum settings, professional settings, faculty, infrastructure, teaching effects, etc. The evaluation involves multiple dimensions such as evaluation subject, evaluation method and evaluation index [8].

In the development of China's vocational education have gradually formed talent training models such as modern apprenticeship, "school-enterprise cooperation", and multi-subject collaborative education. In fact, modern apprenticeship is a school-enterprise cooperation talent training model, it is not only requires the premise of school-enterprise cooperation, but also needs to be based on the enterprise's master-apprentice relationship [9]. But, the school-enterprise cooperation training model is divided into "order-based", "2+1", work-study alternation, dual fixed-term students and so on [10] [11]. From the perspective of the training subject, the school-enterprise joint training model can be summarized into three types: school-based, enterprise-based, and common-based [12]; however, there are also views that higher vocational colleges and enterprises are highly skilled talents. The common subject of cultivation [13]. Regarding the multi-subject collaborative education model, it is actually an extension of the school-enterprise cooperation model. It mostly discusses the coordination mechanism of multi-subject collaborative education from the perspective of "community" and stakeholders. The four-party support and promotion mechanism of, enterprises, and schools has promoted the collaborative cooperation of the government, industry, enterprises, and universities [14]; Zhang Xinxian proposed to build a diversified collaborative education system based on a school-enterprise community Industry guidance, social supervision, and government supervision have formed a new pattern of "quality co-governance" involving multiple stakeholders [15].

Judging from the existing literature, there have been studies on the specific modes and implementation areas of school-enterprise cooperation talent training, but most of the researches are about the discussion of the education mode of higher vocational education, and there are few about the education mode of secondary vocational education. Research. Therefore, it is of great practical significance to explore to adapt to the development law of secondary vocational schools, to cultivate high-quality secondary vocational talents as the goal,

and to explore the construction of a secondary vocational education talent training community from the perspective of stakeholders.

### **3. The Model of the Secondary Vocational Education Talent Training Community Oriented to the Cultivation of High-quality Talents**

#### **3.1. The Goal of the Community for Training High-quality Talents**

##### **3.1.1. Realize the Organic Unification of The Quantity and Quality Of Talents**

With the development of economy and the continuous upgrading of industry, vocational education needs to promote the development of regional economy by cultivating talents, at the same time, the state vigorously promulgated relevant policies, which promoted the growth of students in vocational education. How to achieve the organic unification of the quantity and quality of talents? It is an urgent problem to be solved by the modernization of vocational education. However, "high quality" is regarded as the evaluation standard for vocational education talent training. The author believes that its essential connotations are: First, promote enterprises and various social forces to organize high-quality vocational education, and deeply participate in the training of high-quality accounting talents, so that vocational education talents can better meet the real needs of the people, the economy, and the country. Second, emphasize the precise training of vocational education talents. Talent training goals are formulated with the industry's human resource needs and talent development plans, so as to achieve the precise connection between the quality of talent training and the needs of the enterprise. Third, the cultivation of professional talents must not only pay attention to the cultivation of professional core skills and professional qualities, but also the cultivation of humanistic qualities such as national responsibility and mission, dedication and sound personality.

##### **3.1.2. Realize the Mutual Benefit and Win-Win Situation of Educating Subjects**

The series of "Implementation of Quality Development Outline" promulgated by the General Office of the State Council proposes to promote "quality co-governance" and to form a joint force through "social co-governance" to enhance quality development benefits. Vocational education is different from general education. Therefore, the quality of talents that traditionally focuses on vocational school training cannot meet the needs of enterprise development. It is necessary to cultivate high-quality professional talents through the integration of "education domain" and "vocational domain". , It involves the participation of multiple subjects, through collaboration and cooperation, to achieve an ideal state in the governance of vocational education quality [16]. Thus, while improving the quality of vocational education, it also jointly promotes mutual benefit and win-win results among all participating entities.

#### **3.2. Framework of A Community for Training High-Quality Talents in Secondary Vocational Schools**

The school-enterprise community of shared future formed based on the bond of interest is a typical stakeholder organization the stakeholder theory has been widely used in the fields of company management, project management, organization management, etc. It is also universal for school-enterprise community governance. According to the close relationship between the educating subject and the educating activity and the influence or importance of the whole activity, it is divided into core stakeholders and important stakeholders.

##### **3.2.1. The Interests of Educating Subjects**

The demand for interests is an important driving force for educating subjects to perform their duties, and it is the basic prerequisite for the joint construction of high-quality talent training. The construction of the community is actually based on school-enterprise cooperation, driven

by external forces and driven by common interests, under the premise of fulfilling their respective responsibilities, relying on each other, coordinating conflicts, and finally achieving a high degree of cooperation and mutual benefit. Win-win, deep integration of production and education.

#### (1) Core stakeholders

**Secondary vocational school:** As the implementer and executor of accounting professional training, it is also an important gainer. Through the construction of education community to achieve in-depth school-enterprise cooperation, the interest demands of secondary vocational schools are mainly through the construction of education community. It can deepen the teaching reform of secondary vocational education and improve the quality of talent training, which is beneficial to the expansion of the source of students in secondary vocational schools. At the same time, the effective investment and utilization of cooperative enterprises and external resources will reduce the cost of training in secondary vocational schools and improve the professional and technical capabilities of students.

**Enterprise:** As an input unit of talents, it is also a direct beneficiary of collaborative education. First of all, the desire for high-quality professional talents and the need for enterprises to maintain their vitality to maximize their own interests is the fundamental driving force for their participation in cooperative education. Secondly, participating in school-enterprise cooperation can get the support of relevant policies and laws, accelerate the transformation and upgrading of enterprises, obtain more development resources and opportunities, and enhance their own market competitiveness.

**Secondary vocational students:** as service objects and participants of school-enterprise cooperation. The main hope is to improve professional core skills, exercise practical ability, accumulate internship experience, obtain more employment opportunities, and improve students' ability to enter a higher education or employability.

**Vocational teachers:** As the executor and important member of school-enterprise cooperation. Through the in-depth cooperation between schools and enterprises, secondary vocational teachers have clearer understanding of the actual needs of enterprises for talents and the practical skills they need to strengthen, and they can obtain rapid professional development. At the same time, it is hoped that through the reform of classroom teaching, students' professional skills will be improved, so as to improve their salary and social status and realize their self-worth.

#### (2) Important stakeholders

**Government:** As the promoter and guide of the collaborative education platform. Through reforming the talent training model, providing high-quality talents for the transformation and upgrading of enterprises, speeding up the upgrading and transformation of enterprises, promoting the stability of student employment and social and economic development, and improving the overall quality of the people are the main interests of the government.

**Industry Association:** As an important bridge for school-enterprise cooperation, it has the characteristics of public welfare, authority, and independence. The appeal of interests lies in safeguarding the fundamental interests of different enterprises in the industry, creating a good market competition environment, and promoting the health of the industry development of.

**Educational administrative department:** As the manager and guide of the community of destiny, enterprises are expected to actively cooperate with vocational colleges to promote employment and serve economic development.

**Human Resources Department:** As an important promoter of school-enterprise cooperation. It hopes to continuously provide excellent talents or cultivate talents for enterprises, and ensure that enterprises can have enough talents to support in the process of carrying out work and

maintaining development, so as to provide guarantee for the development and sustainable development of enterprises.

### 3.2.2. Conflict of Interest of Educators

The construction of a community requires the participation of multiple stakeholders. The difference in value orientation, the diversity of interest appeals, and the complexity of interest relationships cause various contradictions and conflicts between stakeholders. The conflicts are mainly concentrated between core stakeholders.

#### (1) School-enterprise conflict

The conflict between school and enterprise is mainly manifested in two aspects of culture and interest. First, there are two cultures in the school-enterprise cooperation process. The unequal status of school culture and corporate culture will lead to deviations in talent training goals, making secondary vocational schools a vocational training organization for enterprises, leading to irreconcilable contradictions between education and employment. Secondly, secondary vocational schools are public welfare institutions. They have received widespread attention from the people in the process of school-enterprise cooperation. They hope to use the human resources and material support of enterprises to improve their school-running capabilities. They usually take the initiative to cooperate with enterprises and pay more attention to social benefits. Enterprises provide secondary vocational schools with equipment, internship opportunities, funds, etc., hoping to obtain direct economic benefits and high-quality technical and technical personnel, promote the sustainable development of enterprises, and pay more attention to economic benefits. Enterprises are for-profit organizations that focus on cost investment and return on income. The expected economic and social benefits are not met, which will inevitably affect their cooperation intentions and restrict the long-term development of a community of destiny.

#### (2) School-enterprise and student conflict

The secondary vocational school hopes to seek internship opportunities for students through in-depth cooperation between schools and enterprises, and to work with corporate masters to improve students' practical skills. Ensure that students receive high-quality internal and external education, and increase the rate of admission and employment. In fact, there are many problems in the process of student placement practice. From the perspective of students. First, students question the value of on-the-job internships, resulting in dissatisfaction with the school. Some students feel that the on-the-job internship provided by individual companies is more about observation rather than practical operation, and there is not much room for improvement in practical skills. Second, the students did not get the expected gains during the internship in the company, and they were dissatisfied with the company. Some students think that they have become cheap labor for enterprises, and they have paid labor but cannot get reasonable remuneration and post treatment. From a corporate perspective. Companies hope to reduce the cost of human resources by acquiring cheap labor. However, they are also worried that students will have operational errors and safety issues on their posts, which will lead to increased costs. Therefore, there is unfair treatment of intern students. Compared with corporate interests, the interests of students are usually in a passive position. Irreconcilable conflicts occur, which in turn affect the long-term cooperation between schools and enterprises.

#### (3) School-enterprise and teacher conflict

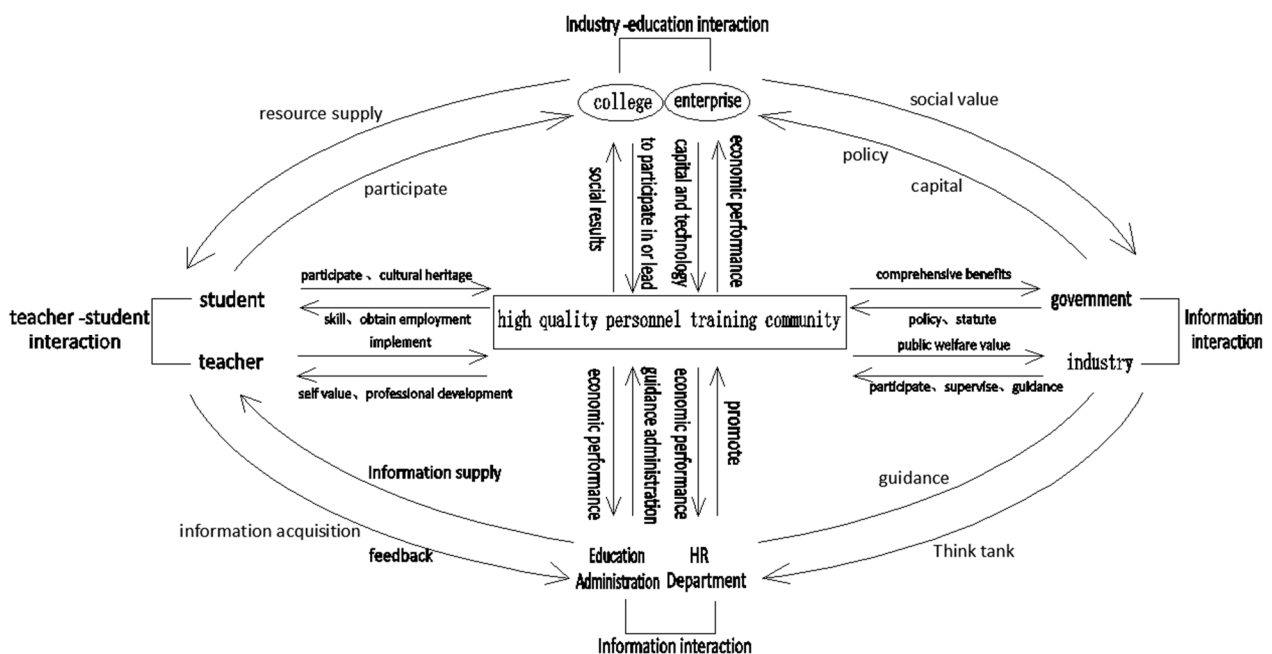
The integration of school-enterprise cooperation and promotion has improved the professionalism of vocational teachers and promoted the construction of a team of "double-qualified" teachers. Due to the cultural and interest conflicts between schools and enterprises, teachers are hindered in their own development in the process of two-way flow between secondary vocational schools and enterprises. First, the value conflict. Enterprises take economic benefits as the core value. Secondary vocational schools take teaching and educating



people as their core value. The development orientation of teachers is different. Second, the management system is different. Schools and enterprises belong to different social institutions, and teachers are not only employees, but also important participants in the educating community. Schools and enterprises have different management systems, and there are great differences in the management methods of teachers in the process of professional development, which often results in teachers' inability to adapt to the new environment and difficulties in the flow of professional capabilities. Finally, cultural conflict. Teachers and corporate employees are different in social experience, personal cognition, and emotional value. The professional development of vocational teachers requires long-term communication between the company and society. In the communication process, companies and schools often neglect the professional development of vocational teachers because of the conflict of interests of the main body, resulting in generalization of goals [17].

### 3.3. Interest Coordination Mechanism for Training High-Quality Talents in Secondary Vocational Schools

On the basis of preliminary analysis of the interest demands of various educating members and the conflicts between core stakeholders, in order to realize the sustainable development of the educating community, it is necessary to comprehensively coordinate the interests of different educating subjects. Therefore, the core stakeholders of the education community (secondary vocational schools, enterprises, students, teachers) and important stakeholders (governments, industry associations, education administrative departments, human resources authorities) need to be included in the interest coordination mechanism to build Its value orientation and behavior mode on the symbiosis interface of the educational community system. Through the cultivation of qualified stakeholders and the establishment of a coordinated interest mechanism, the benign interaction between stakeholders is realized, and an integrated interest symbiosis system of "each has its own place, each perform its duties, and each gain its own benefits" (Figure 1).



**Figure 1.** The interest coordination mechanism of the vocational high-quality talent training community

## 4. The Path and Mechanism of Constructing A Community of High-quality Talents in Secondary Vocational Education

### 4.1. Path Design for the Construction of A Community of High-Quality Talents in Secondary Vocational Education

#### 4.1.1. Clarifying the Main Responsibilities of Stakeholders

Secondary vocational schools and enterprises that play a leading role in the construction of a community of high-quality talents in secondary vocational education. Enterprises actively assume the responsibility of developing vocational education. Under the authorization and supervision of the government, invest funds, technology and in-depth cooperation with secondary vocational schools to jointly cultivate high-quality talents, and while obtaining economic benefits, bear corresponding social responsibilities. Vocational schools need to strengthen the awareness of social service, participate in the process of building a community of education, lead the formulation of talent training programs, organize and assign teachers to go deep into the enterprise, protect the legitimate rights and interests of students, and accept the guidance, supervision and review of other stakeholders. Guarantee the training of qualified vocational education talents, and promote the development of all aspects of regional economy, society, and culture [18]. Teachers are important executors of the secondary vocational talent training community. Its responsibility is to use its own educational wit in the process of teaching and management in accordance with the talent training plan, in-depth corporate training and in-depth communication with corporate masters, to understand the actual needs of the company, and to train students to meet the needs of the company's development. Core skills and comprehensive professional quality. The responsibility of students is to study well, to abide by school regulations and corporate regulations, to stimulate interest in learning under the guidance of teachers, and to continuously improve their professional qualities and skills in order to have better employment or further education options.

Important stakeholders are the fundamental guarantee for the construction of a high-quality talent training community. The government acts as a regulator. Relying on state power to control, guide, coordinate, and standardize the goals and behaviors of stakeholders such as enterprises and vocational schools. Industry associations play their role in formulating industry implementation standards, consulting, education and training, and communication and cooperation with the government, it puts forward some scientific suggestions for the specialty construction, training program formulation, curriculum setting and teaching material research and development of secondary vocational education. The education administrative department has issued relevant implementation rules and incentive policies for school-enterprise cooperation based on actual conditions, formulated regional school-enterprise cooperation rules and regulations, comprehensively coordinated and managed school-enterprise cooperation, mobilized the enthusiasm of school-enterprise cooperation, and promoted coordinated development. The human resources department establishes an institutionalized, standardized and scientific human resource management system by formulating and revising corporate human resource management systems and methods to ensure the improvement of the skills and employability of the intern students, and the professional development and realization of the teachers who enter the company. Opportunities for personal value. Therefore, the high-quality talent training community for secondary vocational education should establish an interest coordination mechanism as shown in Figure 1 on the basis of clarifying the responsibilities of the main body of educating people, to ensure the exercise of the powers of different stakeholders and the realization of interest appeals, so as to effectively promote high-quality secondary vocational education. The sustainable development process of the talent training community.



### **4.1.2. Promoting the Formation of Common Goals**

The common goal of the educating community is to satisfy the interests of all educating subjects on the basis of cultivating high-quality talents. Therefore, when there is an inevitable conflict of interest in the process of educating people, all stakeholders have the obligation and responsibility to create a broadly recognized and inclusive environment, establish a combination of interests on the basis of their respective goals, and unite to reach agreement. Through mutual understanding, mutual recognition, elimination of obstacles, and strengthening of cooperation, the overall goal of the company will eventually present a situation of synergy and win-win.

### **4.1.3. Promoting A Common Understanding**

The famous British sociologist Bowman believes that in the community, the term "cognition" is a natural identity relationship for the group, while for the organization it appears to recognize the relationship, which is the recognition of differences. Seek consensus under the circumstances [19]. Its basic connotation includes two aspects. First, it is the mutual identification among members of the community. That is to say, a solid education organization is formed between schools, industries, enterprises and the government and through the spread of culture, the members of the organization have a sense of belonging. Second, it is based on the consensus of educational value. That is, vocational education actors reach a certain positioning and orientation on the public value of vocational education through communication, which is the basis of cooperation and joint action.

### **4.1.4. Promoting the Formation of A Common Culture**

There are many educating subjects in the talent training community model, and there are differences in the basic needs, expressions, and cooperation consciousness of each subject. Therefore, there will inevitably be a certain cultural conflict in the process of educating people. Take the common school-enterprise cooperation model as an example. An enterprise is an organization with the purpose of profit, and it values economic benefits and practical value in the process of educating people. A school is an organization for the purpose of educating people, and pays more attention to social services and long-term value [20]. Two different cultures, in order to achieve a win-win cooperation between school and enterprise, it is necessary to conduct continuous exploration on the basis of mutual respect and empathy. For example, schools can set up cultural courses for cooperative enterprises, so that students can deepen their understanding of enterprises and cultivate students' sense of belonging and identity; enterprises should clearly understand that with the continuous development of technology, the demand for high-quality talents. In order to achieve long-term development, the school-enterprise culture must be transformed from conflict to integration, forming a common culture of educating people.

Deepen cultural integration. Vocational schools should not only pay attention to the value orientation of cultivating students' professional qualities, humanistic feelings, and patriotism, but also inject corporate culture into campus culture, form a faculty team that promotes cultural construction inside and outside the school, and inspire students to learn about the major interest, enhance students' loyalty to the company.

## **4.2. Construction Mechanism of High-quality Talent Training Community for Secondary Vocational Education**

### **4.2.1. Long-term Cooperation Mechanism**

First, schools and enterprises discuss talent training standards, optimize curriculum settings, promote the organic combination of professional knowledge, professionalism, practical ability, ideology and morality, and cultivate high-quality skilled talents with strong job adaptability [21]. Second, the school-enterprise jointly builds a faculty team. According to actual teaching,

vocational school teachers are responsible for theoretical courses, and corporate training instructors are responsible for practical teaching. In accordance with the laws of the market economy, break the original salary system and establish and improve the salary incentive system for teachers to participate in teaching. Regular teaching training and teaching skill competitions are held to improve teachers' teaching ability.

#### **4.2.2. Communication and Coordination Mechanism**

First, break down the barriers between educators and achieve organic integration. In the educating community, the responsibilities of each educating subject are clear, and there are often no overlapping parts. The educating community is a closely connected whole, and the effective coordination between the educating subjects emphasizes the openness of each other and the effective exchange of resources, information and energy. Therefore, it is necessary to change the original divided and relatively independent management system to ensure that the main body of education and the management level have a scientific division of labor and their respective responsibilities, but also organically unified and coordinated education to ensure the whole process of joint education. System planning and overall advancement of the whole field of vision of each subject. Second, promote good interaction among various stakeholders. Clarify the subject and object of interest sharing, interest structure and interest relationship, explore the root causes of conflicts of interest among stakeholders, clarify their relationship and role in the operation of the education community, and construct a scientific and standardized management system Basic benefit sharing mechanism.

#### **4.2.3. Incentive and Restraint Mechanism**

First, promote the co-construction and sharing of resources among members of the community. In terms of school-enterprise cooperation, companies and schools should make full use of their own resource advantages to cooperate and build together. For example, schools use their own human resources, teaching resources and other advantages to help companies carry out technology research and development and service, staff training, etc., and companies use their own production equipment With the advantages of venues and human resources, it helps schools to cultivate talents and teachers, so as to deepen the depth and scope of school-enterprise cooperation and strengthen the interdependent relationship between them. Second, formulate relevant policies to ensure school-enterprise cooperation in education, and ensure the smooth implementation of school-enterprise cooperation through legal provisions. Government departments can increase the sense of responsibility and honor of both schools and enterprises by reducing taxes and fees, improving the fund guarantee system, and increasing positive public opinion propaganda for schools and enterprises that cooperate in educating people. Third, to ensure the quality of talent training, focus on industry needs, pay attention to the cultivation of students' practical ability and innovation ability, make talents an effective bridge for school-enterprise cooperation, and encourage enterprises to actively participate in the process of talent training in vocational schools.

#### **4.2.4. Evaluation Feedback Mechanism**

First, establish a scientific evaluation index system led by the government and actively participated by industry associations, vocational schools, and enterprises. Establish evaluation indicators from the aspects of policy formulation, professional and curriculum construction, teacher team, student management, etc. The "multi-level linkage" is formed by industry authorities, school-enterprise training bases, governments, education authorities, and human resources departments. The organization, division of labor and coordination, implement the whole-process management of "integration of training programs, integration of enrollment and employment, and integration of organization and management". Second, establish a whole-process tracking and assessment system for the quality of talent training, build an evaluation system, establish a sound internal quality assurance system, and comprehensively carry out

teaching diagnosis and improvement work to ensure continuous improvement of the quality of talent training. Incentives are given to industries and business organizations that actively participate in talent training through economic support and policy preference. As for organizations that do not act, they put forward rectification opinions and strengthen their follow-up evaluation. The evaluation results can be publicized to increase the enthusiasm of organizations to participate in educating people.

## 5. Conclusion

As my country enters a new era, the upgrading of industries and the continuous adjustment of Economic structure, the demand for professional and skilled talents in various industries in the society continues to expand, and the status and role of vocational education have become more prominent. Secondary vocational schools should take the construction of a high-quality common sports platform as a breakthrough, adapt to the needs of the development of the times and the requirements of industrial structure adjustment, and realize the deep integration of production and education. Enterprises should actively participate in the construction of a high-quality education community, and achieve mutual benefit and win-win through resource sharing, responsibility sharing, and project co-construction to achieve the pertinence and effectiveness of the supply of secondary vocational talents. The government and industry associations should give full play to their respective resource advantages, promote the in-depth cooperation between schools and enterprises, truly solve the seamless docking of majors and industries, courses and positions, internships and employment, students and staff, and basically solve the problem of accurate school positioning, double-teaching team construction, Apply technical R&D and other secondary vocational education problems to improve the quality of talent training.

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