

Research on the Path of Higher Vocational Talent training in School-Enterprise Cooperation under the Background of Curriculum Ideology and Politics

-- Take the Major of Mechatronics Technology as an Example

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Abstract

At present, there are the following problems in the cooperation between schools and enterprises in higher vocational education in China: first, the professional courses set up by schools can not meet the needs of enterprises; second, the balance between teachers'on-campus teaching and enterprise research can not be perfectly coordinated. The purpose of this paper is to explore the paths and methods of higher vocational personnel training of school-enterprise cooperation under the background of curriculum ideology and politics. Through an in-depth analysis of the characteristics and needs of mechatronics technology specialty, combined with the current educational reform and industrial development trend, this paper puts forward some suggestions and measures with maneuverability and practical value. This research not only helps to improve the quality and level of higher vocational personnel training, but also helps to promote the deep cooperation and common development between enterprises and schools.

Keywords

Curriculum thinking and politics,School-enterprise cooperation,Higher vocational education,Mechatronics technology.

1. Search Background

Under the background of curriculum ideology and politics, the research on the higher vocational talent training path of school-enterprise cooperation is a comprehensive topic that combines education, vocational training and enterprise-school cooperation[1]. Mechatronics technology major, as a field that integrates mechanical, electronic, computer and other multi-disciplinary knowledge, in view of the increasing requirements of students' comprehensive quality and professional skills, we need to explore how to closely combine the contents and methods of ideological and political education with the cultivation of professional skills, so that students can not only master professional knowledge, but also get comprehensive training of ideological and political education. It has become an urgent task for educators and enterprises to cultivate students with correct values, professional ethics and sense of social responsibility [2-4]. As an effective talent training strategy, school-enterprise cooperation can build a framework of mutually beneficial cooperation between schools and enterprises, and through close cooperation between the two sides, the optimal allocation and complementarity of resources can be realized. and then improve the accuracy and effectiveness of personnel training [5].

The main purpose of this study is to explore and establish the implementation paths and methods of school-enterprise cooperation in higher vocational personnel training under the background of curriculum ideology and politics. Through in-depth analysis of the

characteristics and needs of mechatronics technology specialty, combined with the latest trend of current educational reform and industrial development, this paper puts forward some suggestions and strategies with maneuverability and practical application value. Such research will not only help to improve the overall quality and standards of higher vocational personnel training, but also promote the establishment of a closer and fruitful cooperative relationship between enterprises and schools, so as to promote the common development and progress of both sides.

1.1. The present situation of the mode of cooperation between schools and enterprises

The school-enterprise cooperation model in the field of mechatronics technology has been widely implemented and applied, and this cooperation model has been fully reflected and verified in practice, at the same time, multiple factors such as policy, enterprise demand, school strength and social culture play an important role in school-enterprise cooperation, but there are still some problems, such as lack of in-depth cooperation, lack of long-term mechanism and uneven distribution of interests between the two sides.

1.2. The development trend of the mode of cooperation between schools and enterprises

With the continuous improvement of the education system and the continuous innovation of industrial technology, the school-enterprise cooperation mode of mechatronics technology major is moving towards a deeper integration and development. this development trend reflects the close interaction and mutual promotion between education and industry, showing the following main trends:

(1) Deeper integration: The cooperation between universities and enterprises will become closer and closer, and a more in-depth and extensive cooperative relationship will be formed. the cooperation between the two sides will be further strengthened in the fields of training talents, jointly developing technology, and providing social services. Taking the dual education model in Germany as an example, through the deep cooperation between enterprises and vocational schools, this model successfully realizes the dual cultivation of students' theoretical knowledge and practical skills, and provides us with a successful case worthy of reference. it also effectively shortens the transition period of students from school to the workplace.

(2) Diversified modes of cooperation: The mode of cooperation will no longer be limited to traditional internships and project cooperation, but will include diversified cooperation models such as joint construction of laboratories, technology research and development centers, innovation and entrepreneurship platforms, industrial colleges, and so on. For example, China's Huawei has set up Huawei Innovation Research Center in cooperation with a number of universities, which not only strengthens the cooperation between enterprises and universities in technological research and development, but also provides students with opportunities to get in touch with cutting-edge science and technology and participate in practical projects.

(3) International vision: In the context of globalization, the vision of school-enterprise cooperation will also be more international, seek opportunities for cooperation with world-famous enterprises, and introduce international leading teaching concepts and technical standards. For example, the cooperative program between Tsinghua University and the Massachusetts Institute of Technology in the United States has enhanced students' international vision and innovation ability through student exchange and joint research projects, while strengthening cooperation between the two universities in scientific research and technological development.

1.3. The influencing factors of the Cooperation Mode between Schools and Enterprises

(1) Policy factors: The government's policy support for school-enterprise cooperation will determine the depth and breadth of school-enterprise cooperation to a large extent.

(2) Enterprise demand: The needs of enterprises such as technological upgrading and personnel training are the important driving force of school-enterprise cooperation, which directly shape and affect the mode and specific content of school-enterprise cooperation.

(3) School strength: The strength of teachers, the level of scientific research and the quality of teaching are the key factors that determine the attractiveness and effect of school-enterprise cooperation, which will directly affect the willingness and effectiveness of school-enterprise cooperation.

(4) Social and cultural factors: The influence of social and cultural environment on school-enterprise cooperation is very important, including social recognition of vocational education and corporate social responsibility awareness and other factors, these factors will profoundly affect the depth and persistence of school-enterprise cooperation.

2. Research Content

2.1. Analysis on the factors and interest demands affecting the Integration of Industry and Education

(1) Appeal

①Enterprise: Enterprises are concerned about the quality and applicability of talents, and hope to reduce recruitment costs, improve staff quality and enhance the competitiveness of enterprises through the cooperation between schools and enterprises. At the same time, enterprises also expect to obtain economic benefits such as tax incentives and government subsidies through participation in education.

②School: the school attaches great importance to the improvement of the quality of personnel training and the improvement of students' employment rate, and hopes to provide more practical opportunities for students by strengthening school-enterprise cooperation, so as to enhance students' practical ability and employment competitiveness. to lay a solid foundation for students' future career development. At the same time, the school also expects to obtain financial support, practical teaching resources and enterprise teachers through cooperation with enterprises.

③Government: the government is concerned about economic development and social stability, and hopes that through the cooperation between schools and enterprises, it can not only improve students' practical ability and employment competitiveness, but also promote industrial upgrading and regional economic development. At the same time, the government also hopes to improve the quality and image of vocational education by deepening the integration of industry and education, so as to inject new vitality into the sustainable development of social economy.

④Students: students are concerned about employment opportunities and personal development prospects. They look forward to providing more practical opportunities and career guidance through school-enterprise cooperation to enhance their competitiveness. At the same time, students are also eager to participate in the integration of industry and education, access to richer learning resources and vocational training opportunities, and lay a solid foundation for their career path.

(2) Countermeasure and Suggestion

① Establish common goals: both schools and enterprises should define common goals, such as improving the quality of personnel training and promoting regional economic development. On the basis of the above, we are committed to building a long-term and stable cooperative relationship to ensure sustained and in-depth cooperation between schools and enterprises to jointly promote personnel training and industrial development.

② Resource sharing and complementary advantages: schools and enterprises should deeply integrate their high-quality resources, including practical teaching resources and enterprise teachers, and jointly promote the development of both sides on the basis of resource sharing and complementary advantages, so as to achieve mutual benefit and win-win results. to make greater contributions to personnel training and social progress.

③ Policy support and guidance: the government should strengthen policy support for school-enterprise cooperation and provide clear guidance and support for enterprises to participate in vocational education by formulating and improving relevant policies and regulations. In addition, the government can set up special funds and implement preferential tax policies to further stimulate the enthusiasm and motivation of enterprises to participate in school-enterprise cooperation, promote closer cooperation between schools and enterprises, and jointly promote the healthy development of vocational education.

2.2. Exploring and perfecting the main ways to drive the deep integration of industry and education

(1) Policy guidance and Mechanism Innovation

The government should introduce relevant policies to actively encourage and strongly support the establishment of a deep cooperative relationship between enterprises and schools. In addition, it is also important to build a long-term and stable industry-education integration mechanism to ensure that the responsibilities and rights and interests of both sides are clearly defined, so as to form a mutually beneficial and win-win cooperation model.

(2) Schools and enterprises jointly build practical training bases

Schools and enterprises join hands to build a training base to introduce the cutting-edge equipment and technology of enterprises into the teaching environment, so that students can personally experience the actual work scene on campus, so as to effectively improve their practical skills and professional accomplishment.

(3) Project-driven and industry-university-research integration

Take the project as a link to promote the deep cooperation between schools and enterprises. Schools and enterprises jointly carry out technological research and development, product innovation and other projects, so that students can improve their practical ability and innovative thinking in the process of participating in the project.

(4) Mutual employment of teachers and sharing of resources

Schools and enterprises employ each other's professionals as part-time teachers or lecturers to achieve mutual employment of teachers and sharing of resources. At the same time, both sides can jointly develop curriculum resources to improve teaching effect.

(5) Improve the evaluation and feedback mechanism

In order to ensure the sustainability and effectiveness of industry-education integration, it is necessary to build a scientific and comprehensive evaluation system to evaluate the effect of industry-education integration on a regular basis. According to the results of the evaluation, adjust the cooperation strategy and content flexibly to ensure that the cooperation is always moving in the right direction.

2.3. Summarize and construct the relevant auxiliary mechanism which is practical and can promote the integration of industry and education.

(1) Policy guarantee mechanism

To formulate and improve relevant policies, in order to ensure the smooth integration of industry and education, we need to clearly define the rights and obligations of both schools and enterprises, and provide necessary financial support and tax incentives and other policy measures, so as to build a solid policy guarantee system.

(2) School-enterprise interaction platform mechanism

Establish an interactive platform between schools and enterprises, through the realization of information sharing, resource docking and project cooperation and other functions, we can promote more in-depth and effective communication and cooperation between schools and enterprises, so as to promote the common development and progress of both sides.

(3) Talent co-education mechanism

Schools and enterprises jointly formulate talent training programs and jointly carry out activities such as practical teaching and teacher training to realize the co-education and co-management of talent training.

(4) Project-driven mechanism

Take the project as a link to promote the deep cooperation between schools and enterprises. In order to cultivate students' practical ability and innovative consciousness, we will jointly carry out technological research and development, product innovation and other projects, so that students can learn in practice and stimulate their innovative thinking through practical operation.

(5) Evaluation and feedback mechanism

In order to ensure the sustainability and effectiveness of industry-education integration, we need to build a scientific and comprehensive evaluation system, and regularly evaluate the effect of industry-education integration, on the basis of evaluation, flexibly adjust cooperation strategies and contents according to the results. At the same time, it is also necessary to establish an effective feedback mechanism to collect and deal with the opinions and suggestions of both schools and enterprises in time, so as to continuously improve and optimize the cooperation mode, so as to better promote the development of industry-education integration.

(6) Incentive mechanism

In order to encourage enterprises and schools to actively participate in industry-education integration, we can set up honorary awards such as "Outstanding Cooperation Project Award" and "Outstanding Intern Award" to further promote the cooperation enthusiasm and innovation ability of both sides by commending and rewarding individuals and teams who have performed outstanding in the cooperation.

(7) Intellectual property protection mechanism

In order to protect the technological achievements and intellectual property rights of both schools and enterprises from infringement in the process of cooperation, we need to strengthen the protection of intellectual property rights, ensure that the rights and interests of both sides are fully protected, and promote the long-term development of cooperation.

3. The Integration of Ideological and Political Elements in the Cooperation between Schools and Enterprises

The ideological and political element in the cooperation between schools and enterprises is very important. through the cooperation between schools and enterprises, it can not only effectively improve students' professional accomplishment and employment competitiveness,

but also provide enterprises with high-quality talents who meet their actual needs. so as to promote the coordinated development and mutual benefit of both schools and enterprises. In the cooperation between schools and enterprises, ideological and political elements can be integrated in the following ways:

3.1. Enterprise culture education

Enterprises can introduce their own corporate culture, values and development process to students, help students transmit and understand corporate social responsibility and professional ethics, and cultivate students' sense of corporate identity.

3.2. Practical teaching

Schools can cooperate with enterprises to carry out practical teaching activities. Through practical links, students can have an in-depth understanding of the actual operation mode and professional standards of enterprises, so as to cultivate their practical operation ability and professional accomplishment pertinently, and lay a solid foundation for their future career.

3.3. Career planning and career guidance

Schools can actively invite business experts to provide career planning and career guidance services for students, through these activities, students can have a clearer understanding of the prospects and requirements of career development, so as to cultivate their awareness of career planning and enhance their employment competitiveness.

3.4. Social responsibility education

The implementation of social responsibility education activities aims to enable students to have an in-depth understanding of the role of corporate social responsibility and public welfare, so as to cultivate their sense of social responsibility and civic consciousness. to make them a responsible future generation.

4. Conclusion

Through an in-depth discussion of the development of the school-enterprise cooperation model, the existing problems and the ways of industry-education integration, this study is committed to exploring new ideas and methods of higher vocational education in order to more effectively train high-quality technical and skilled talents who meet the needs of the society. Through many measures, such as building a long-term and stable cooperative relationship between schools and enterprises, realizing resource sharing and complementary advantages, and striving for policy support and guidance, we can inject new vitality and power into the sustainable development of higher vocational education, which can effectively promote the integration of industry and education and improve the quality of personnel training. At the same time, this study also points out some specific implementation paths and methods, which can provide clear guidance and valuable reference for practical operation. With the joint efforts of the government, schools and enterprises, we firmly believe that we can continue to promote progress and development in related fields and make positive contributions to social and economic prosperity. The cooperation between schools and enterprises will achieve more fruitful results and make greater contributions to the reform and development of higher vocational education in our country.

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