

RESEARCH ARTICLE

Research on the Development of Talent Training Mode in Undergraduate Colleges under the Integration of Industry and Education

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Abstract: In order to promote the organic integration of social industry and education, colleges and universities must reform the existing education mode. The talent training mode of integration of industry and education is the development trend of undergraduate education in China, and it is also the new normal of college education reform in China. It puts forward new requirements for the improvement of undergraduate education and training mode. How to cultivate high-quality applied talents for the country with higher quality mode will be a new issue that colleges and universities are facing in the new era. This paper focuses on the talent training mode of undergraduate colleges under the integration of industry and education, deeply explores the shortcomings of the current talent training mode in undergraduate colleges, and puts forward innovations and suggestions on the talent training mode under the integration of industry and education in combination with the current market and social requirements, with a view to providing relevant ways and means for the reference reform of the talent training mode of undergraduate colleges.

Keywords: integration of industry and education; talent training; school-enterprise cooperation

1. Introduction

With the development of social economy, the market demands more and more compound talents, while the traditional theory-based education cannot provide a large number of suitable talents for the market. Therefore, our undergraduate colleges must make changes. In the report of the *19th National Congress of the Communist Party of China*, the working goal of improving vocational education and training system and deepening the integration of industry and education was clearly emphasized, which pointed out a new direction for the personnel training affairs of undergraduate colleges in China. The focus of the integration of industry and education lies in the organic combination of the advantages of school education and social education, so as to give full play to the effect of one plus one bigger than two in personnel training. Since the Third Plenary Session of the 18th CPC Central Committee, China's colleges and universities have made a preliminary reform of the educational model, but there are still some colleges and universities that cannot keep up with the trend of reform in time, and there are many obstacles in deepening the integration of industry and education.

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2. The introduction of the integration of industry and education and its significance for colleges and universities to cultivate applied talents

2.1 The concept of integration of industry and education

Industry-education integration training is a training method that combines industry with vocational education, promotes each other, effectively integrates the advantages of these two fields, and then improves the quality of talents. It can be embodied in that universities, vocational colleges or undergraduate colleges cooperate with enterprises in various sectors of society in various ways, providing internship places and sharing experts for students. (Jiang et al., 2018).

2.2 The importance of the integration of industry and education to the cultivation of applied talents

In the traditional teaching mode, theoretical knowledge and practical knowledge are separated from each other, and most college students will only find it during their internship or employment. Enterprises tend to favor those students who are more comfortable in practical activities. Students with excellent theoretical knowledge and poor practical ability often feel helpless in actual work activities, so they are not valued by major enterprises (Wang, 2021). As a new training method, the talent training mode of integration of industry and education can organically combine the professional teaching in the school with the education of social enterprises outside the school,

and can truly realize the healthy transformation of the old teaching mode with many defects. Its emergence doubles the two-way advantages of school-enterprise cooperation and collaborative education, and linearly improves students' practical ability and their adaptability to the social environment.

3. The main problems in the talent training mode of undergraduate colleges and universities

3.1 Training orientation is seriously out of touch with social needs

With the progress of social economy, many new courses, such as engineering cost and virtual technology, have emerged in university education in China, which means that students should not only master the core knowledge of their subjects themselves, but also have the thinking and ability to combine with other disciplines. However, a large number of undergraduate colleges in our country are upgraded from vocational colleges, and their teachers are weak, their school age and experience are small, and their own teaching mode is single and old. They are greedy for perfection but not refined in subject education, which leads to the lack of training ability of the schools themselves, and the fact that the teaching quality cannot match the talent training plan in subject education leads to the graduates from this institution failing to be high or low in employment and unable to link with social needs.

3.2 The lack of production practice links

Compared with the liberal arts, the society requires higher practical ability of students majoring in science, but most undergraduate colleges and universities do not pay enough attention to students' discipline practice. These institutions are not only inflexible in time for students' internship arrangements, but also cannot take into account the busyness of students near graduation and the tension before entrance examination, and even strictly require students to complete internship tasks at these time points. In addition, some colleges and universities are unable to arrange suitable practice places for students one by one, so they turn to students to put pressure on them, and put forward unreasonable requirements that students must implement professional practice places by themselves within a time limit. As a result, some left-behind students rush to medical treatment, and go to some companies that are not in line with their professional knowledge to practice, thus delaying great practice opportunities. In addition, there may be few practical opportunities in colleges and universities at ordinary times, resulting in a long-term gap between theory and practice, resulting in an embarrassing situation where students have many obstacles and cannot get started in the practice process.

3.3 Inadequate utilization of national resources

China has always attached great importance to education. Every year, the central government invests a large amount of educational funds or other resources to local governments to assist schools in cultivating talents. However, local famous undergraduate colleges and universities are unable to take the initiative to make full use of the high-quality resources of the country and society because they lack the enthusiasm of school-enterprise cooperation education, and even close their doors for a long time when the government pays little attention to them. Therefore, in the specific process of running a school, it is difficult to enjoy the advanced equipment, technology and other resources in social enterprises, and it is difficult

for teachers and experimental funds to get the support of the government.

4. The application strategy of talent training mode under the integration of industry and education

4.1 Establishing a new curriculum system with the cultivation of applied talents as the core.

In view of the problem that students' grasp of theoretical knowledge and practical knowledge are seriously stratified and derailed, it is suggested that the idea of running a school should be changed, and a new curriculum system closely linked with practical skills should be set up with the cultivation of high-quality professional applied talents as the core.^[2] Its contents include, but are not limited to, breaking the school-running tenet of being greedy for perfection but not refined, linking the traditional theoretical education with the current market demand, fully carrying out knowledge practice activities in various forms, and thus transforming into a new teaching mode with high integration of theory and practice. Strengthen the cultivation of students' software application ability in the information age, and conduct strict assessment of these courses qualitatively and quantitatively.

4.2 Strengthening the intensity and depth of school-enterprise cooperation

If the school can cooperate deeply with social enterprises, the problems faced by students in practice and employment will be solved. To implement the integration of industry and education is to communicate with enterprises in depth, establish friendly and cooperative relations, and open teaching, so that colleges, enterprises, and the government can participate in the whole process of personnel training, which is conducive to the development of students in the direction of social applied talents. The contents of the reform include but are not limited to schools, enterprises and the government jointly build and share practice bases for students to experiment and practice. Connect with the development needs of local industries, and actively help students get hands-on practice opportunities. Establish a collaborative school-enterprise integration studio to help students understand pre-job priorities, project training operations and other content as soon as possible.

4.3 Establishing a double-qualified teaching team.

To improve the quality of local school-enterprise cooperation, it is necessary to enrich and develop the double-qualified teachers. The key to the integration of industry and education lies in the construction of the strength of teachers' team. Schools should not only be equipped with excellent teachers of disciplines, but also employ some enterprises to settle in the teaching system. On the one hand, they should start to introduce talents in excellent technology and management, and on the other hand, they should regularly arrange knowledge training and practical ability improvement courses for teachers in schools, so as to continuously improve the strength of the overall teachers' team.(Feng & Yan, 2016). Moreover, the screening criteria for teachers should be strictly controlled, and the academic qualifications of teachers for practical training should be bachelor degree or above, and they should have excellent practical experience reserves or intermediate or above academic titles. Only by building a strong teaching staff for students can we really improve the teaching ability of colleges and universities.

5. Conclusion

The teaching idea of integration of industry and education is the basic direction for the joint development of undergraduate colleges and enterprises in China, and it is also the fundamental method to improve the quality of education in China and develop professional applied talents. Local undergraduate colleges and universities at all levels should fundamentally change their school-running ideas and teaching modes according to the teaching idea of integration of industry and education, strictly follow the market demand, and combine with enterprises to cultivate and select outstanding applied talents for the country.

Conflicts of Interest

The authors declare that they have no conflicts of interest to this work.

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