

Reform Researches on Cultivation Modes of Economics and Management Talents on the Basis of Industry & Education

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Abstract

The integration between industry and education plays a role in promoting the connection of education, talents, industry, innovation and comprehensively improving the quality of talent cultivation and promoting the transformation and development of universities. This dissertation analyzed the necessity of integrating industry with education for local universities, constructed the cultivation mode of Industry & Education talents of Economics and Management and proposed the long-term operation mechanism of industry & education.

Keywords

Industry & Education; Economics and Management; Talent cultivation; Teaching reform.

1. Introduction

“Improve the ability of education to serve economic and social development and focus on cultivating talents of innovation, compound discipline and application,” said President Xi Jinping in National Education Conference, September 2018. In 2017, in the report of 19th National Congress, President Xi Jinping noted the importance of integration between industry and education. At the same time, the integration of education and industry was regarded as the key construction project of education. The integration between industry and education plays a role in promoting the connection of education, talents, industry, innovation, comprehensively improving the quality of talent cultivation and promoting transformation and development of universities. Therefore, deepening the reform of personnel training mode through the integration of industry and education is necessary for local universities to reform Economics and Management.

2. The Necessity of Integrating Industry with Education for Local Universities

2.1. The Integration between Industry and Education is the Inexorable Requirement of Deepening Education Reform and Promoting Transformation Development for Economics and Management Schools of Local Universities

The Third Plenary Session of the 18th Central Committee of the CPC clearly pointed out: to speed up the construction of modern vocational education system, we must promote integration between industry and education and cooperation between enterprises and universities. That is to say, the integration between industry and education is thought of as a strategic choice of national education reform and talent cultivation. To speed up transformational development of local universities, with the proposal of The Education Ministry, International Forum for Industry & Education was established in April 2014. With the theme of Industry & Education, the forum published a Zhumadian Consensus, which researched “transformational development of some universities” and “construction of Chinese-

style technical universities". In January 2015, National Education Conference arranged to accelerate the development of modern vocational education, promote the transformation and development of local universities and deepen reform of entrepreneurship education. At present, Industry & Education is a basic approach of classified development, connotation development, transformation development and cooperative development of senior education in China. It also is the new normal of senior education reform in China. The ministry of education emphasized on persisting Industry & Education, applying Industry & Education as a fundamental concept with all aspects of vocational education in new era, according to the document "A Series of Opinions on Deepening Vocational Education Reform And Improving Quality of Talents Cultivation" released by The Ministry of Education in July 2015. The content included three dominant aspects. First of all, Industry & Education, university & enterprise cooperation, work & study combination remain as cardinal principles of deepening vocational education reform and improving cultivation quality of talents. Meanwhile, it emphasized directive functions of industry on education. Thirdly, enterprises were encouraged attending the whole process of talent cultivation. Last but not least, the document suggested that industry play a role in establishing education courses. "Directive Opinions on Transforming Some Regional Universities to Be Application-oriented" (November 2015) , which was jointly published by The Ministry of Education, The National Development and Reform Commission, The Ministry of Fiscal, proposed that make universities serve local economic development. The key to reforming regional university is to set up Chinese-style applied university with the direction of Industry & Education. Therefore, Economic and Management Schools should reconsider their positioning and planning, try to promote their transformation and development by Industry & Education.

2.2. It is Urgent for Schools of Economic and Management of Regional Universities to Improve Quality of Talent Cultivation and Ability to Serve Local Economy by Industry & Education

In an age of globalization, informatization and transformation, transformation and upgrading of enterprises are in full swing in an environment of changing. As Mayun said in Digital EXPO (2017) , a number of things in this world were being redefined. According to his opinion, new retail, new manufacturing, new finance, new technology and new energy would have great influence on economy, society, politics and other fields of China or even the whole world. The redefinition of industry would result in upgrading the cultivation of talents of Economics and Management. Traditional Economics and Management majors of local universities such as Marketing, E-commerce, Accounting, Financing and International Business are confronted with dramatic changes at the age of big data. Nowadays, although some universities accumulated some experience in University-Enterprise Cooperation and fostered talents to some extent, some problems are commonly existed during the process of talent cultivation. To begin with, obviously, personnel training is left behind and is not satisfied with regional economic development and demands of enterprises. Secondly, unclear positioning of training and backward concepts make personnel training unsustainable. Then, it is hard to adapt to changes and development of industry because of old course contents, traditional course organizations, backward teaching patterns and regulations. Finally, patterns of personnel training are not satisfied with demands of enterprises, which seriously affect training quality and impede the development of Schools of Economics and Management.

China's economy is in the progress of rapid development and industry adjustment, which demands management talents of high-level applied economy. As the backbone force of such talent cultivation, however, most schools of Economics and Management of local universities are new hands. Meanwhile, a great many of schools of Economics and Management directly imitated operation patterns of public research universities, which led to prominent structural

contradiction of talent supply and demand. According to related surveys, the contradiction between "tight employment" and "talent shortage" was not only effectively solved but became worse. Thus, it is necessary for schools of Economics and Management lay the foundation of Industry & Education and comprehensively reform talent cultivation in terms of teaching philosophy, major construction, construction of teaching staff, social service, quality standard and things like that. By doing so, talents of Economics and Management would be more competitive and serve local economy development better.

Hence, it is meaningful for local universities to improve quality of personnel cultivation by construing suitable Industry & Education cultivation patterns.

3. The Construction of Talent Training Mode of Economics & Management Majors by Industry & Education

3.1. Confirm Training Targets by " Profession+Working Ability " Mode

As the target is regarded as direction and power, it is important to set up the target in the plan of talent cultivation. Because undergraduate applied talents are between academic and technical talents, the target of cultivation pays attention to avoiding mixing them. How to cope with the relationship between basic theory and professional skill is an unavoidable question in the aspect of cultivation target. Usually, schools of Economic and Management think basicity is a developmental attribute and professionalism is a fundamental attribute. Employment pressure increases sharply in the post-epidemic era, which requires students to have core competitiveness. Therefore, in the process of major training, universities should creatively put forward "Profession+Working Ability" in order to foster students' outstanding professional abilities and core competitiveness. What is more, generally speaking, universities could propose professional training goals such as "Marketing+New Media Marketing", "International Trade+Cross-border E-commerce", "Human Resources+Performance Management", "Economics and Finance+Wealth Management", "Accounting+Management Accounting", "Engineering Cost +Infrastructure Construction Cost" on account of social demands, university positioning and advantages.

3.2. Implement Talent Training Mode of Economics and Management with the Concept of "Seamless Connection"

The talent cultivation for undergraduates of Economics and Management requires more than college or vocational college students. Schools of Economics and Management should emphasize on laying a solid foundation of knowledge for students while paying attention to students' vocational ability development. In my opinion, the training of business personnel should adhere to the progressive ability training of basic ability, professional ability and job ability as the main line. Next, implement "1+2+1" three-stage talent training mode. Then, build a three-dimensional thinking of "One Chain (capacity formation chain)", "Two Classrooms (on campus classroom and off campus classroom)", "Three Connections (connection cultivation concepts, theoretical teaching and practical teaching with social needs) and "N Node (key education point)". Schools of Economics and Management should strive to break the "Two Parallel Lines" status of expectations for high-quality undergraduate talents in business and the path of talent training. By doing so, undergraduate talents would be "Real Talents" that seamlessly connect with social demands.

3.3. Implement Personnel Training Mode of Integrating Class and Certification with Competition

New requirements and new challenges are occurred in the post-epidemic era for the teaching of Economics and Management. However, senior-high universities are trapped in some

problems such as backward mode of talent training, weighing knowledge more than ability and so on. If universities try to extricate themselves from the plight, firstly, link up the syllabus of vocational certificate examination with university teaching syllabus would be beneficial for linking up theoretic courses with vocational certifications. Secondly, universities should organize students to participate in various professional skill competitions according to the learning content and progress in each semester so that students could regard competition as an effective means to measure professional skills, test teaching quality, improve teaching level, and strengthen horizontal connections and comparisons. In the competition, not only students are required to participate, but teachers should be included since teachers have rich experience and practical abilities and can guide students how to apply theoretical knowledge flexibly to reality during the competition. The integration of class and certification with competition is helpful for students to grasp the essence of professional knowledge, stimulate students' interest in learning, increase the possibility of success in acquiring certifications and job-hunting, and enhance students' confidence in employment. Moreover, in order to integrate professional courses, vocational certifications with vocational skill competitions, universities could try to implement a new exam mode that students could exchange one or two exam grades with core qualification certifications or competition awards of correlative majors. If the traditional teaching assessment mode could be broken, students' enthusiasm for certification or participation in skill competitions would be improved.

3.4. Comprehensively Develop the Integration of Industry with Education to Connect Universities with Enterprises

With the background of post-epidemic era, the market demands cultivation of ability rather than accumulation of knowledge. The economy of decoding and sharing requests for abilities of business talents, highlighting the four connotative features of "applicability, technology, practice, and characteristics", and systematically constructing a new business education and teaching system. As the main body of tech-innovation, the cultivation of applied talents relies on enterprises. Without university-enterprise cooperation, it is unlikely to foster high-level applied talents. Thence, it is necessary to promote the training pattern of school-enterprise collaborative innovation and reconstruct the learner-centered interactive teaching relationship. In details, optimize the plan of university-enterprise cooperation in priority, which requires to effectively integrate professional education with vocational education through importing industry standard, reconstructing course system and so on. Next step, pay attention to the cooperative development of courses, and actively explore cooperative education modes with various forms such as "curriculum embedded", "directed training", "staged teaching", "studio mode" and other cooperative education based on the training characteristics of different majors and market talent so that effectively integrate industry skills training into project-based curriculum teaching. Furthermore, Co-build three platforms of "innovative training, experimental teaching and vocational training" with the industry, focusing on the "real" and "integrated" training environment. Last but not least school-enterprise cooperation guides graduation design (thesis), and implements a dual tutor system.

3.5. Better Teaching by Constructing Modular System

Reconstruct the curriculum system and determine the teaching content according to the career orientation and the needs of the enterprise. Course module is a combination of teaching activities around a specific topic or content. In other words, it is a teaching unit that is self-contained in content and time, with credits, detectable, and limited content. Modules are consisted of different teaching content and activities. Don't overemphasize the systematic and inherent logic of subject knowledge, be professional-oriented, focus on the knowledge or skills required by the profession or industry, focus on the dynamic integration of theoretical knowledge and practical knowledge, and emphasize the systematic and inherent logic of

content. Improve the teaching method, take the project as the dominant and the student as the main body so that students can play their own interests and conduct self-inquiry learning.

3.6. Strengthen the Construction of the Faculty for the Integration of Production and Education, and Gather the Core Force for Development

Vigorously promote the transformation of teachers. Teachers of application-oriented universities are required to learn educational theory, practice teaching in-depth and strive to become dual-qualified teachers. It is also suggested that hire senior managers or key business personnel to be part-time teachers and help them reach the basic requirements of being universities teachers with the method of "one+one" complementary pairing. Clear the regular corporate training system for young teachers and implement personnel exchanges between enterprises and universities. Then, hire industrial elites to feed back teaching and enrich the experimental training team. Finally, optimize the teaching curriculum of practice week, which is built as a course together with experts outside the school.

4. The Long-term Operation Mechanism of Industry & Education

4.1. Set up "Industry & Education Group Company" or "Industry & Education Education Center" to Provide Industry & Education with Organizational Guarantee

The core of confidential cooperation between universities and enterprises is innovative mechanism and sound system. Cooperate with enterprises to jointly set up "Industry & Education Group Company" or "Industry & Education Education Center", attracting more attendance of enterprises, strengthening the industry background or industry positioning of professional settings, macro regulating the development of industry-education integration according to the adjustment of industrial structure and changes in the demand for talents of enterprises, Coordinating and solving problems encountered in the process of industry-education integration, playing the role of consultation, guidance and coordination during the integration of industry and education. What is more, provide organizational guarantee for the integration of industry and education through the "School-Enterprise Cooperation Committee", "School-Enterprise Alliance", "University Council", "School-Enterprise Forum", "Annual Conference Seminar" and other forms of organizations or activities.

4.2. Build an Industry-education Integration Platform with Enterprises to Provide an Effective Carrier for Industry-education Integration

4.2.1. Build a Collaborative Education Platform

The school and the enterprise jointly grasp the direction of running a school and establish a professional steering committee including senior management personnel with rich experience in the enterprise, professional school teachers, and education experts, to strengthen profession construction and personnel cultivation. Propose professional settings and adjustments based on the current situation and changes of the talent market demands. Propose professional training goals, professional and job knowledge structure, competence standards, and skills training requirements based on the job requirements of industrial enterprises. According to the central idea of applied talent cultivation, formulate training programs for professionals in economics and management such as professional teaching plans, course standards, training outlines, textbook compilation plans, knowledge and skills assessment standards and methods, graduation design guidance, employment guidance and professional continuing development education for this major, etc. Jointly formulate a dual-qualified teacher team construction and training plan, improve teacher qualification standards, implement policy guidance and mobilize teachers' enthusiasm for transformation.

4.2.2. Co-build a Practical Training Platform

Universities and enterprises work together to set up laboratories for teachers and students to use. Next, universities and enterprises jointly build a training base, and enterprises provide internship resources, which are available for all students. Then, for one thing, hire industry and enterprise executives and management elites as part-time teachers, for another, university teachers face directly participate in the management of enterprises. Thus experienced "dual competency" and "dual competence" teachers could be cultivated. Ultimately, universities develop employee training base construction. By doing so, the promotion and implementation of Industry & Education would be effective.

4.2.3. Build Promotion Platform

Establish elite class or corporate naming class that is composed of outstanding students. The integrated teaching of production and education is fully implemented in the class by setting up dual tutors, forming a guiding team composed of corporate management elites and school teachers.

Enhance connections between university teachers and enterprise managers so as to set up Industry & Education team together. In the aspect of schools, they directly attend the process of management reconstruction and take advantages of themselves to provide management consultation and services for enterprises, promote the activity of "Enterprise Questions, School Answers", establish scientific research goals focusing on applied research, serve various types of enterprises in the region, attach importance to small and medium-sized economics and management research topics, and explore market-oriented applied research and development modes so that the close cooperation between industry, university and research could be realized. The process of talent exchange between the school and the enterprise is also a process of exchange and collision of culture and values between the two parties. It is beneficial for training "dual-professional" teachers, is conducive to optimizing the structure of teachers, rationally deploying talent resources, strengthening the vitality of enterprises and schools.

4.2.4. Construct Platforms for Activities

Jointly, the school and the enterprise set up a "Professional Quality Development Working Group" to establish a platform that links schools with workshops and holds a series of activities. For example, organize students to visit the companies and conduct special investigations, hold professional literacy and career planning lectures and so on. All of these activities promote students' professional quality to satisfy the needs of enterprises.

4.3. Establish Profit Sharing System to Enhance Enthusiasm of Enterprises

At present, it is a consensus for applied university to reform talent cultivation through "University-Enterprise Cooperation" and "Industry & Education". However, the enthusiasm of enterprises to participate in teaching reform is not high, which is reflected in the state of "hot school and cold enterprise". In order to promote "University-Enterprise Cooperation" and "Industry & Education", it is necessary to find points of interest and reciprocity. Only when the profit sharing system is established, the enthusiasm of enterprises is stimulated. In the aspect of school, the integration of industry and education could be realized by exchanging resources with enterprises and jointly carrying out education and teaching. In terms of enterprises, Companies can also build laboratories and move companies to campus through equipment and capital investment so that schools can strictly follow the company's employment needs and standards and jointly cultivate talents to ensure the seamless connection between the schools and companies. Finally, it results in a win-win situation.

4.4. Establish an Incentive Mechanism to Mobilize the Enthusiasm of Faculty and Staff to Integrate Production and Education

The fundamental purpose of the school's incentive system is to correctly induce the faculty's motivation to work making teachers achieve their own needs while achieving the school's goals. In management, Incentive is not equal to reward. Incentive has the meaning of inspiring, encouraging, inducing, and driving. It is inaccurate if only one aspect of benefit guidance is emphasized. Incentive should include both inspiring and constraining, which reward and punishment are the two most basic incentive measures. To reform the mechanism of work evaluation it to encourage teachers to undertake industry-university-research projects and accelerate the transfer of results, is to encourage teachers to be part-time managers of enterprises and undertake management consultation, enterprise design and things like that, is to encourage teachers to finish high quality and practical dissertations during practice, is to encourage teachers to bring some new and useful knowledge back to classroom so as to improve practicality and effectiveness of courses. Reform the school title review, profit distribution, and scientific research reward system should attach importance to the actual performance of talent training, scientific research results and knowledge service so that an incentive mechanism and a restraint mechanism that promote the integration of production and education would be formed.

4.5. Establish an Evaluation Mechanism to Exam to Test the Implementation and Effectiveness of Industry-university Integration and School-enterprise Cooperation from Work Performance

The school formulates a professional evaluation system for the integration of production and education and incorporates it into the school's teaching quality assurance system. The evaluation of Industry & Education is made up of university evaluation, school evaluation and evaluation of teaching achievement. In the beginning, The university evaluation can be conducted once every academic year, focusing on the evaluation of the organization and leadership of Industry & Education, the composition of the professional steering committee and the performance of duties, the integration of production and education of each profession, the cooperation between schools and enterprises and the results of school-enterprise cooperation, etc. Secondly, the school evaluation can be conducted once every academic year, concentrating on major construction and the formulation talent training programs, personnel exchange of school-enterprise cooperation, construction of school-enterprise cooperation project , off-campus professional practice base construction, social reputation of graduates and so on. Thirdly, the evaluation of teaching achievement, which also is conducted once every academic year attaches importance to the result of Industry-University-Research and its transformation.

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