

Preliminary Study on Teaching Reform of Facility Agriculture Specialty under the Model of " Industry-Education Integration and School-Enterprise Cooperation "

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Abstract

In the new era, in the cultivation of applied talents in colleges and universities, "industry-education integration and school-enterprise cooperation" is an important way to establish a modern vocational education system. This article analyzes the current situation of "industrial-education integration, school-enterprise cooperation" and the necessity of the application-oriented talent training model, summarizes the innovation direction of the application-oriented talent training model; at the same time, analyzes the characteristics of facility agricultural science and engineering specialty, and discusses " Under the application-oriented talents training model of "industrial-education integration, school-enterprise cooperation" the relevant knowledge of teaching reform in facility agriculture is taught.

Keywords

Industry-education integration, school-enterprise cooperation, applied talent training model, facility agriculture specialty, teaching reform.

1. Introduction

The integration of production and education mainly refers to the integration of enterprises, industries and education and teaching, and the use of school-enterprise cooperation or the construction of internal and external training bases to achieve the goal of training applied talents[1]. Build off-school training bases, promote school-enterprise cooperation, improve students' practical ability, and integrate classroom teaching and off-campus practice. Under this background, the application-oriented talent training model should conform to the requirements of college education reform, meet the needs of social talent training, study the production-education integration and school-enterprise cooperation talent cultivation model, and fully realize the integration of production-education and school-enterprise cooperation[2-4]. With the advancement of the times, the level of agricultural science and technology has been continuously improved, the rapid development of facility cultivation technology, and the trend of modernization of facility agriculture has become increasingly prominent. However, at the current stage, there are still some shortcomings in the new major of the education model. In order to meet the development needs of modern agriculture, how to cultivate more high-level facility agricultural talents, deepen the reform of teaching content and improve the quality of teaching, and reform the teaching of facility agriculture[5]. It has far-reaching significance.

2. Current Status of Talent Training for "Industry-Education Integration, School-Enterprise Cooperation"

2.1. School Conditions Are Not Good Enough

At the present stage, in the development of application-oriented colleges, due to its limited school running conditions, it is difficult for school-enterprise cooperation to achieve in-depth development. First of all, the curriculum of some schools does not meet the needs of social development, the professional setting cannot better serve the development of enterprises, and the professional employment rate of counterparts is not high. Secondly, there is a lack of reasonable personnel training positioning and clear goals in school-enterprise cooperation. School-based philosophy. In school-enterprise cooperation, schools are more concerned with issues from their own perspective. Thirdly, some colleges and universities have poor test conditions, which is not conducive to improving the practical ability of teachers and students, and the employment needs of enterprises cannot be met. Finally, the teacher's own knowledge structure still needs to be improved. Some college teachers have rich theoretical teaching experience, but they lack practical experience, and teachers lack social service capabilities.

2.2. Enterprises Do Not Have Higher Enthusiasm To Participate In School-Enterprise Cooperation

In the development of an enterprise, if participating in school-enterprise cooperation cannot obtain economic benefits and wealth, but the investment of human, material and financial resources is large, causing wealth to be lost, and the enterprise is unwilling to assume it. At the same time, China has abundant human resources and oversupply of labor in the market, especially for enterprises with low technical content, which can recruit the required staff without participating in school-enterprise cooperation. Under such circumstances, enterprises are reluctant to actively participate in school-enterprise cooperation, which makes it more difficult for school-enterprise cooperation.

3. The Necessity of Implementing the Application-Oriented Talent Training Model in the Context of "Industry-Education Integration, School-Enterprise Cooperation"

3.1. Provide Impetus for Industrial Structure Upgrade

With the country's implementation of the "Made in China 2025" strategy for the first decade of the manufacturing power and the implementation of the strategic goal of "mass entrepreneurship and innovation", China's socio-economic development in the future, Appeared, the industrial structure was gradually optimized and upgraded. In the upgrading and transformation of industrial structure, the cultivation of practical talents with strong hands-on ability, creative ability and adaptive ability is very important. Under the background of "industrial-education integration and school-enterprise cooperation", we should establish and innovate applied talent training models, promote universities to meet the changing trend of talent demand in the industry, and cooperate with enterprises in an effective and effective way[3,4].

3.2. Promote Universities to Innovate Talent Training Models

In the training of applied talents, talent-oriented training for colleges and universities, the positioning goal of talents must be grounded, we must not blindly promote the lofty, and attach great importance to the cultivation of students' practical ability. Establish a new model for the training of applied talents, and ensure that enterprises are specialized and basic capabilities of universities. Provide sufficient help and support with the construction of teachers, etc., so that

universities can clearly define the school's positioning and ideas. To form its own characteristics of running a school. Thus, in the training of talents, clarify three basic issues, namely, "what to teach", "Who teaches" and "how to teach". Promote the close connection between professional training goals and industrial development in universities, Combining with practice, providing better services for local economic development, strengthening the construction of professional courses, and obtaining more Good teaching effect.

3.3. Promote Enterprise Development in Win-Win Cooperation

The establishment of an application-oriented talent training model promotes the sharing of resources and benefits between schools and enterprises. Full profit use efficient teachers' intelligence and hardware resources to achieve in-depth cooperation with universities in the field of technology and product development make. Utilizing the design of a win-win benefit-sharing mechanism among the industry, university, and research institutes, the benefits are shared in school-enterprise cooperation. Enterprise industry directly participates in university management, enters product logos and corporate culture, and builds on market resonance modernize the talent training system and promote sustainable development of enterprises[4].

4. Innovation of Application-Oriented Talent Training Model under the Background of "Industry-Education Integration and School-Enterprise Cooperation"

4.1. Adjust the Training Mode of Application-Oriented Talents, and Strengthen the Training and Promotion of Talents

In the training of applied talents, set the teaching goals reasonably to optimize the teaching mode and human cultivation programs to cultivate students' practical ability. Construct a curriculum system that mimics the real production and service of the company as much as possible business processes to improve students' innovation and practical ability. Guided by industry needs, develop curriculum modules and construct a new teaching mode that combines the construction with the study and the integration of production and education, for the establishment of an integrated teaching system for production and education provide assurance.

4.2. Innovative and Practical Teaching Platform to Achieve A Win-Win Situation for School-Enterprise Cooperation

"Production-education integration, school-enterprise cooperation" aims to build on the basis of in-depth cooperation and development between schools and enterprises. Universities pay attention to social and economic power generation trends, as well as industrial technology and cutting-edge developments, and do a comprehensive analysis. Cultivate corresponding application-oriented talents for industry and enterprise development, further promote school-enterprise cooperation, and Enterprises build good cooperation and interaction[6].

4.3. Strengthen the Construction of Dual-Teacher and Dual-Energy Faculty

In the training of applied talents, a good teacher team is very important, so colleges and universities must combine industry and enterprise development needs, reasonably adjust the structure of the teaching staff, and strengthen the construction of a dual-teacher and dual-energy teacher team design, cultivate and introduce talents. At the same time, we attach great importance to training students' professional and innovative entrepreneurial skills, so teachers must have certain teaching skills, vocational skills and good docking skills. Schools are encouraged to apply report the qualifications for the second professional and technical position, and build a dual teacher. Or an externally experienced company talents come to school for part-

time lectures, organize teachers to listen to classes and teach teachers professional knowledge and experience to improve the quality of teaching.

5. Explore the Training Model of Professional Talents in Facility Agriculture

Facility agriculture can refer to the controlled environment, apply modern engineering and mechanical technology, and automated facilities and equipment to build a closed and controllable small natural environment for plant growth, and effectively regulate conditions such as temperature, light, and fertilizer, Reduce the natural environment dependence, and lay the foundation for modern agriculture to achieve the goal of efficient and automated production. It is a collection of professional disciplines such as biotechnology, environmental control and engineering. Based on modern agricultural facilities and science and technology, agricultural production has formed modern, efficient, intensive, factory and large-scale development goals[7].

Under the development trend of modern agriculture, the facility agriculture specialty is formed. It integrates engineering and agricultural expertise. A new specialty opened by agricultural colleges is closely related to the interdisciplinary disciplines of facility cultivation, engineering, and environmental regulation. A multidisciplinary application and development. Among them, facility cultivation techniques are mainly crop cultivation techniques and management of vegetables, fruit trees and flowers. Facility engineering refers to the knowledge of greenhouse structure design, construction technology, selection and calculation of greenhouse building materials, facilities and equipment, and project drawing. Environmental regulation refers to the effective learning of the interaction and regulation of environmental factors such as temperature, humidity, light, gas and soil in facilities. The combination of the three forms a new discipline, namely facility agricultural science and engineering. In China, the development of facility agriculture is relatively short, and the specialty of facility agriculture science and engineering has only been formed in recent years[7]. There are still some shortcomings in the development of teaching models. Therefore, it is particularly important to deeply explore the training of facility talents.

At the current stage, under the background of the development of modern agriculture, there is a shortage of professionals in facility agriculture. Therefore, agricultural colleges and universities must set up the specialty of facility agriculture science and engineering in accordance with the actual production situation in the region, and in-depth reform the talent training and teaching model for this specialty. In the field of facility agriculture development, combining the quality and quality requirements of talent training, such as Tianjin Agricultural College, organizing teachers of facility agriculture science and engineering to conduct in-depth investigation and research on the development of modern facility agriculture, talent demand, and the status of regional facility agriculture, and rationally formulate personnel training. Plans and programmes. At this stage, this major has become an important major for the strategic development of emerging industries in the region. The goal of talent training is to provide better services for strategic emerging industries in the region.

Therefore, to cultivate professional talents, it is necessary to ensure that the talents have the professional knowledge for carrying out facility industrial production, modern agricultural management, controlling facility environment and facility agricultural engineering, combining agricultural workers, highlighting the trend of facility agricultural application, and training more for the development of coastal urban modern agriculture.

6. Construct An Independent Entrepreneurial Teaching Model and Strengthen the Cultivation of Innovative and Entrepreneurial Talents

6.1. Establishing the Curriculum System

In the teaching of professional courses, the introduction of innovative entrepreneurship knowledge system and spiritual concepts will combine professional, vocational backgrounds and basic courses of innovative entrepreneurship, and will integrate "the foundation of college students' innovative entrepreneurship", "protected horticulture production technology", "horticultural crop pest control", " Plant growth and environment ", " Facility design and construction ", " Edible mushroom cultivation" and other professional curriculum knowledge and skills are combined to create professional technical early warning for students, better cultivate and improve students' innovative entrepreneurship and ability .

6.2. Organize Diversified Entrepreneurial Practices

Adhering to the concept of gradual cultivation of professional capabilities of "consolidating the foundation, improving professional capabilities and strengthening comprehensive capabilities", it incorporates innovative entrepreneurship education ideas throughout the talent training process. Combining the knowledge of innovation and entrepreneurship education, the professional education for freshmen is carried out, and the "Introduction to College Students' Innovation and Entrepreneurship" is used to inspire college students' innovation consciousness. Starting from this major, for all students, in the fourth and fifth semesters, organize entrepreneurship practical education activities for students, based on the "self-employment" teaching model, based on the crop growth cycle, establish agricultural demonstration parks in the northern cold regions, using the project Teaching, practice as a group of entrepreneurial students, a group of students arrange a project, a greenhouse or a greenhouse, strengthen the cultivation of students' innovative entrepreneurship and social responsibility, and improve student work skills. At the same time, students are encouraged to actively participate in various entrepreneurial community activities organized by the school, and in the junior year, organize entrepreneurship reports for students, entrepreneurial lectures for outstanding graduates, etc., so as to enhance the entrepreneurial spirit of students.

6.3. Build A Business Incubation Platform

Use entrepreneurial training to guide students to master the professional production knowledge and skills learned, be able to independently select agricultural facility production projects and reasonably formulate production plans, be proficient in operating production equipment, and independently manage facility agricultural production and technology. they can also effectively conduct facility agricultural life , Technology promotion and horticulture, agricultural materials product marketing and other different jobs, and even have a sense of self-employment.

7. Conclusion

To sum up, in the development of vocational education in the new period, "industry-education integration and school-enterprise cooperation" is an important way to cultivate skilled talents that meet the needs of society, and it is also a new type of education model in which universities, enterprises and the government cooperate. In the exploration of the application-oriented talent model, clarify the responsibilities and obligations between schools, enterprises and governments, comprehensively develop vocational education, promote the development of the "industry-education integration, school-enterprise cooperation" talent training model, and cultivate more application-oriented talent for social development. In the future agricultural development, facility agriculture is an inevitable development trend and the development is

more perfect. Therefore, according to the actual needs of production personnel, reform and innovation of facility agriculture science and engineering is very necessary. More professionals to provide better services.

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