

Analysis on the Path of Cultivating Talents in the Integration Mode of Industry and Education of Business Administration Specialty in Local Colleges and Universities

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Abstract

The integration of industry and education is one of the modes of cooperation with industry and enterprises in order to improve the quality of talent training. This paper analyzes the problems existing in promoting the training of industrial and educational integration talents in local colleges and universities, and summarizes the elements of the training mode of industrial and educational integration talents in industrial and commercial management majors. Then it discusses the path of the training mode of local colleges and universities.

Keywords

Integration of industry and education; Business administration specialty; Talent training; Path.

1. Introduction

The integration of industry and education is a form of education which is the deep cooperation between industry and education. The education department (mainly refers to colleges and universities) and the industry department (industry, enterprise) fully rely on their respective superior resources and take mutual trust and contract as the foundation. It is the starting point to serve economic transformation and meet social demand. The core of the integration is to take cooperative education. It is the motive force to win-win cooperation. The main body of this cooperation is to take project cooperation, to transfer technology and to co-develop between school and enterprise [1]. The integration of industry and education is one of the important reform directions for the local colleges and universities to innovate the running system and reform the training mode of talents [2]. It is one of the deep cooperation modes between the colleges and universities and the industries and enterprises in order to improve the quality of their talents training. It is the product of the deepening reform of higher education in China. It is an urgent requirement for promoting the structural reform on the supply side of human resources to deepen the integration of industry and education and promote the organic link between the education chain, the talent chain and the industrial chain and the innovation chain. It is of great significance to improve the quality of education, expand employment and entrepreneurship, promote economic transformation and upgrading, and cultivate new momentum of economic development under the new situation.

2. Problems Existing in The Integration of Industry and Education in Local Colleges and Universities at Present

2.1. Difference of Understanding of The Connotation of Integration of Industry and Education in Colleges and Universities

It is needed to perfect and strengthen the work of integrating the talent training mode of production and teaching into all aspects of the training of professional talents in colleges and universities. It is deeply studied and discussed how to meet the demand for employment of enterprises and institutions. Due to differences of the understanding about the integration of industry and education in enterprises and colleges or universities, it is insufficient for the motive force to implement the integration of industry and education.

2.2. Lack of Teachers to Meet the Integration of Industry and Education

The teachers play an important role in the practice of the integration of industry and education. However, there is no deep analysis and research on the integration of industry and education among the professional teachers of business administration in some colleges and universities, and they lack relevant experience and skills. It is difficult for teachers to complete the complex talent training model about the integration of industry and education.

2.3. Difficulty of Establishing a Stable Cooperative Relationship Between Colleges or Universities and Enterprises

Because of the difference on nature, system, function and structure between colleges or universities and enterprises, there is great cultural difference between them, which causes that the channel of communication is not smooth between the college or university and the enterprise, and it often fails to achieve the desired results. Therefore it is difficult to establish a long-term and stable cooperative relationship.

2.4. Lack of Systematic Integration of Industry and Education

At present, it is the primary stage of the transformation and development of applied colleges and universities. There are relatively single mode and shallow level of cooperation between industry and education. It only stays in the form of co-construction of training platform, practice base, simulation training course, in order to complete professional practice, cognitive practice, graduation practice and so on or invite enterprise experts to give lectures to the colleges and universities. Overall, the cooperation model is relatively single, and content is not comprehensive and in-depth with lack of systematic.

3. Elements of The Model of Integration of Industry and Education in The Training of Professional Personnel in Business Administration

3.1. A Clear Cultivation Goal

The target of professional talents is the applied, compound and future professional managers and entrepreneurs in business administration [3]. It is necessary to carry out cooperation on the integration of industry and education closely around the training goal of professional talents in business administration. We strive to train a number of high-quality innovative talents and technical skills talents, in order to help local social economy to achieve leap-forward development.

3.2. Accurate Talent Positioning

Based on training objectives, the students need to have three requirements such as the corresponding knowledge, ability and quality in business administration. After four years of study, the students should have solid basic knowledge, professional knowledge, comprehensive

knowledge and so on. In terms of ability, the students should have the ability to analyze and solve problems, interpersonal skills, etc. At the same time, they must have certain qualities, such as professional quality, psychological quality, physical quality and so on.

3.3. The Specific Fusion Contents

In order to achieve the goal of talent training, the colleges and universities should be committed to the integration of five aspects (as Figure 1).

3.3.1. Market Integration

The colleges and universities determine the talent training program by the demand and forecast of technology, region, market and post. Due to the rapid changes in the external environment, the rapid development of technology and the regional economy, significant changes in market demand and job value, the colleges and universities must be in line with the market about the training of business administration professionals, so as to ensure the competitiveness of students in the workplace [4].

3.3.2. Teaching Integration

It must take the specialty, curriculum and classroom as the carrier to realize the teaching value. It needs a scientific curriculum system which meets social needs for the training of business administration professionals. So we should pay full attention to classroom design and management, curriculum system construction and revision.

3.3.3. Resources Integration

It integrates cross-border resources, international resources and classroom resources. It needs cross-border research for business administration majors, such as combining with big data, with psychology, with cultural creativity, etc. At the same time, it can also rely on international resources to open up the road of internationalization for business administration majors. In addition, it makes full use of traditional classroom teaching, laboratory, off-campus training, student activities, online classroom and so on, to guide the students to diversified learning.

3.3.4. Teachers Integration

The mode of integration of industry and education needs three kinds of teaching staff, including enterprise tutors, double skills and bilingual professional teachers, and professional management service team [5]. The three teams should not only have industry benchmark figures, but also have academic leaders, and at the same time, there should be service managers to ensure the smooth progress of teaching management.

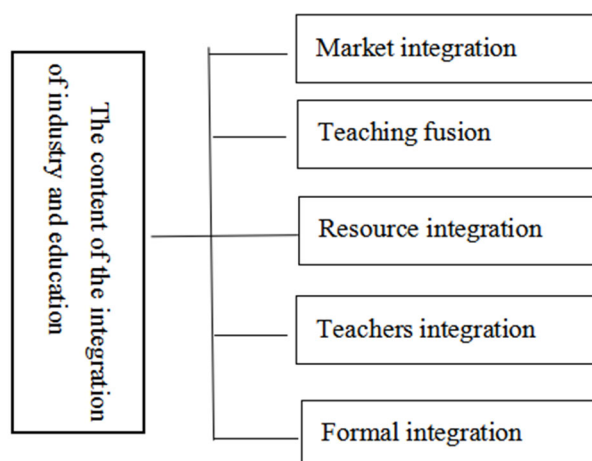


Figure 1. The content of the integration of industry and education

3.3.5. Formal Integration

It should expand multi-level and diversified forms of integration, such as competition to promote learning (through competition to promote learning), professional managers face to face (professional managers into the classroom), project cooperation, professional studios, student associations and other rich and colorful forms of integration of production and education, which is conducive to stimulate and mobilize the enthusiasm of students to learn them [6].

4. The Way of Cultivating Professional Talents of Business Administration in Local Universities Based on the Integration of Industry and Education

4.1. To Build a Development Platform for The Integration of Industry And Education Suitable for The Training of Professionals in Business Administration

In general, the purpose of local colleges and universities is to serve the local development of the society and economy, so they should be open to the society. We should establish a coalition mechanism of government, colleges or universities and enterprise. In this coalition, the government should play a guiding and promoting role. A series of relevant policies are issued to encourage enterprises to participate in the transformation and development of local colleges and universities, to promote the joint construction of teaching and scientific research practice bases between colleges and universities and enterprises, and to jointly explore and formulate talent training program [7]. We should advocate enterprise experts and technicians to enter the campus, enter the classroom, communicate with teachers and students in depth, and establish the linkage between colleges or universities and enterprise, which form the cooperative situation of "there being a factory in the campus" and "there being a campus in the factory". Finally, it is established that a virtuous circle mechanism which build platforms and share resources and share achievements. At the same time, it is necessary to design the training mode of the integration of industry and education in business administration to ensure the efficient operation of the integration mode and to create value continuously.

4.1.1. Immobilizing Units of Integration of Industry and Education

The traditional cooperation between colleges or universities and enterprises has such problems as unstable cooperation. Therefore, in the process of cooperation, the leaders and teachers of the colleges or universities should pay attention to maintaining the partnership, Students are required to strictly observe work discipline in cooperative units, and in order to obtain long-term cooperation opportunities with fast service, high quality intelligence and good image.

4.1.2. Diversifying Ways of Integration of Industry and Education

The single mode should be avoided in the integration of industry and education. We should take various forms of the cooperation between colleges or universities and enterprises. For example, the enterprises participate in professional competitions, the two sides build the training base together and jointly train talents, the enterprises enter in the classroom, the classrooms move to the enterprises and so on.

4.1.3. Strengthening the Construction of the Teaching Staff of Integration of Industry and Education

The technical and management personnel of the enterprise should be encouraged to teach in schools, and some special posts are set up for industry teachers (mentors). We should promote the cooperation between local colleges and universities and large and medium-sized

enterprises to build a "double-qualified" teacher training base and support in-service teachers to practice in enterprises regularly. The teachers can improve their professional skills and practical ability by participating in project cooperation, management consultation, training and guidance, and others [8].

4.1.4. Promoting the Transformation of Achievements in the Integration of Industry and Education

Except that excellent students are selected to meet the needs of enterprises, there are richer results from the integration of industry and education, such as joint running schools with enterprises or training of targeted talents, providing horizontal subject consultation for enterprises, joint application of industry associations or higher authorities, publication of applied scientific papers, etc. However, it is more important to further transform the results of the integration of industry and education, and to transform the results as an important content of project and talent evaluation.

4.2. To Construct the Training Mode of Professional Talents in Business Administration Suitable for the Integration of Industry and Education

It is important to expand from "book teaching in class" to "social practice of enterprises" for local colleges and universities and transfer the teaching mode from school to outside school, turn the enterprise into the second classroom. We should pay attention to practical teaching and highlight the cultivation of application ability and comprehensive quality.

4.2.1. Adjusting the Personnel Training Programme

Talent training scheme is the carrier of specialty, the core content and primary link of specialty construction. It is the basis of talent training and teaching operation in colleges and universities [9]. According to the actual situation in colleges and universities, we can set up a professional steering committee for business administration and set up a professional team of "double-qualified, full-time and part-time combination" to investigate and study deeply in enterprises. From the industrial structure, we deconstruct the competent professions of business administration, and analyze their requirements and professional knowledge. We will extensively listen to the suggestions of the experts and employers, and adjust and revise the objectives of training professional personnel in business administration.

4.2.2. Reconstructing the Curriculum System

The construction of curriculum system is the core of discipline transformation and development in local colleges and universities. When we set up the curriculum system, we should pay attention to the cultivation of vocational quality education and professional applied ability [10]. For a student, to reserve knowledge is not an end, but an emphasis is on application. The key is to build a systematic curriculum based on knowledge application for the talent training of the local colleges and universities.

4.2.3. Reforming the Teaching Methods

In the process of teaching, we should focus on cultivating students' creative thinking ability, so that students' learning can change from passive to active, and finally rise to the interest learning and innovative learning. It is necessary to change the traditional teaching methods and actively carry out case-based, interactive, heuristic, project-driven, discussion-based teaching, and cultivate students' ability to analyze and solve problems. In addition, the reform of teaching methods should highlight practical teaching. The teaching place is not limited to the classroom and laboratory in the campus. It is important to go deep into the enterprise, and connect the course requirements with the work content, so that the students can master the course knowledge points in the real working environment of the enterprise.

4.2.4. Strengthening Practical Teaching

It is necessary to increase the proportion of practical teaching and strengthen practical teaching. According to the specialty characteristic, we should reduce the demonstrative and verifiable experiments in the laboratory, instead of increasing the comprehensive training which mainly trains the student to analyze the problem and solve the problem ability. The course practice should be combined with the project. The course practice is mainly project-driven teaching. The graduation practice needs the guidance teachers of the schools and enterprises to follow up the whole process. The topic of graduation design should come from the actual work and serve the local construction. In short, all of the practical teaching should be carried out in a real working environment.

4.3. Improving the System of Policy Supporting

To strengthen cooperation between colleges or universities and enterprises, we need to build and share some training facilities. Therefore, the financial and tax departments need to support enterprises to participate in running schools, land and finance and other related support policies. To guide financial institutions to innovate service models and attract social forces to participate in education.

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