

A Summary of the Research on the New Model of Integration of Production and Education in Vocational Education

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Abstract

Under the call of the state to vigorously develop vocational education, The integration of production and education in vocational education ushered in the 2.0 era, This study combs and analyzes the literature on the integration of production and education in vocational education in recent three years, This paper summarizes the main contents and viewpoints of the research on the integration of production and education in this new period, looks forward to the in-depth development of the research on the integration of production and education in vocational education in China in the future, set up a balanced guarantee system.

Keywords

Integration of production and education; Vocational education; School-enterprise cooperation; Literature review.

1. Introduction

School-enterprise cooperation and integration of production and education have always been hot topics in vocational education. How to improve the enthusiasm of enterprises to participate in vocational education, promote good cooperation and win-win between secondary and higher vocational colleges and enterprises, and cultivate innovative compound technical talents has become a problem that scholars must think about[1]. Under the instruction of the CPC Central Committee to promote the development of vocational education, under the new environment of revising the Vocational Education Law of the People's Republic of China, and under the new wave of integration of production and education 2.0. This study summarizes the main contents and viewpoints of the research on the integration of production and education in vocational education in the new period by combing and analyzing the literature on the integration of production and education in vocational education in recent three years, and puts forward some suggestions for the further development of the research on the integration of production and education in vocational education in China in the future.

2. Main Contents and Viewpoints of the Research on the Integration of Production and Education in China's Vocational Education Under the Integration of Production and Education 2.0

By combing the research contents of the above 77 literatures, it is found that the research focuses on the integration of production and education in China mainly include connotation research, policy research, evaluation research, problem research, countermeasure research and related legal research, which not only discusses the theory of integration of production and education, but also partially studies based on practical application, covering a wide range; The author's units include vocational and technical colleges, universities and research institutes, etc. For example, Changsha Vocational and Technical College of Environmental Protection has the largest number of articles among all author units, with 10 articles, while Tianjin University, which belongs to a university, has published 9 related papers, which both the direct

implementation object of the integration of production and education and policy researchers attach great importance to it. Research on the Evaluation of Integration of Production and Education .

The evaluation of the integration of production and education can reflect the actual effect of the research on the integration of production and education to a certain extent. The main body of evaluation can be local government, enterprise industry, college organization, social organization and other multi-party evaluation institutions. The evaluation contents include the implementation of new policies by local government, the effectiveness of personnel training in colleges and enterprises, the construction of teaching staff, the development and utilization of teaching materials, and the construction of practice training base for integration of production and education[2]. The "Overall Plan for Deepening the Reform of Education Evaluation in the New Era" (2020) issued by the Central Committee of the Communist Party of China and the State Council puts forward: "Focus on evaluating vocational schools (including technical colleges, the same below), such as moral and technical training, integration of production and education, school-enterprise cooperation, combination of education and training, students' acquisition of vocational qualifications or vocational skill level certificates, employment quality of graduates, and team building of double-qualified 'teachers (including'integrated' teachers in technical colleges, the same below)."[3] Scholars represented by Li Ting and Xu Lele believe that the stakeholders in the integration of production and education in vocational education in China are complex and diverse. There are many participants, Different stakeholders in the integration of production and education have different value orientations and interest demands based on different positions[4].

3. Prospects for the Future Integration of Production and Education

The security system is balanced The essence of system is constraint. In addition to all kinds of written laws, regulations, policies, rules, contracts, etc., which rely on coercive force to ensure their implementation, they represent a kind of rigid binding force. However, as far as the essence of the system is concerned, in addition to the above-mentioned formal systems, there are also informal systems that restrict people's individual behaviors, and those established codes of conduct that are gradually formed by people in long-term social activities and widely recognized by the society[5]. These include values and beliefs, customs and habits, cultural traditions, moral ethics, ideology and so on. In the integration of production and education, formal system and informal system always exist at the same time and complement each other, and jointly promote the coordinated development of schools, enterprises and society. Therefore, in addition to constructing the integration system of production and education in vocational education, besides optimizing and perfecting various formal systems, we should also pay attention to the construction of various informal systems and give full play to the positive role of informal systems in the integration of production and education[6].

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