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Guidelines for Talents Training to Integrate Industry and Education in Yunnan Q College

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Abstract

The objectives of this study are as follows: 1) To study the current situation of talent training for integrating industry and education at Yunnan Q College. 2) To propose guidelines for talent training to integrate industry and education at Yunnan Q College. By exploring the current situation and problems of integrated talent cultivation of industry and education in Yunnan Q College, this study provides development guidance for integrated talent cultivation of industry and education. The study involved teachers from Yunnan Q College, the population used in this study with a total of 240 teachers (Yunnan Q College, 2023). The sample group used 148 teachers (Yunnan Q College, 2023) and the sample group used in the interviews for this study consisted of 5 teachers (selected purposively).

Keywords: Integration of production and education, talents training, Higher vocational education

Introduction

China is working towards innovation-driven development, and with the transformation and upgrading of its economic structure and social progress, there is an increasing demand for high-quality applied talents with innovative ability and professional skills. Therefore, high-quality applied talents with innovative ability and professional skills have become the need of social development and an important driving force for social progress. At present, China's social and economic development is in a critical period of industrial structure adjustment



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and transformation, and high-quality talents for innovation and entrepreneurship are urgently needed by enterprises (Wang Shanyong, 2023).

As an important way to cultivate application-oriented and skilled talents, vocational education plays an important role in the national development strategy (Jiang huabin, 2013). In order to improve the quality of talent training and promote the high-quality development of higher vocational education, the Chinese government has put forward the concept and decision of "integration of industry and education and school-enterprise cooperation", and started to implement it targeted in higher vocational colleges. The term "integration of industry and education", under the national policy of vocational education, has become the basic principle of the development of vocational education and the main mode of vocational education talent training, which has been deepened from the vocational education policy to the national strategy, it has fully moved towards a new stage (Yu Kai, 2021). The integration of industry and education refers to the mutual integration and connection between enterprises, industrial production activities and the educational activities of vocational schools (Zhang Yan, Yin Xin, Xu Jie, 2022). At present, the integration mode of industry and education mainly focuses on four modes: research and development mode, industry and education integration co-construction mode, project traction mode, talent training and communication mode (Han Xin, Deng Junlin, Lan Weibing, Jiao Ziquan & Chen Meihua, 2023). From the perspective of the research background of higher vocational education fusion, its research is accompanied by industry development and transformation, twin plan, rural revitalization, artificial intelligence, Internet informatization and "area" initiative of social background and constantly update development, the new era background put forward new requirements for higher vocational education, education fusion education exploration also got the attention of academia in advancing with The Times (Xu Xiuyu, Zhang Chunxia, 2023).

Objectives

1. To study the current situation for talents training to integrate industry and education in Yunnan Q College.
2. To propose guidelines for talents training to integrate industry and education in Yunnan Q College.



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College using the estimation scale. 3) Present the results of the analysis of the talents training to integrate industry and education in Yunnan Q College by using the conclusions from the questionnaire and the interview analysis by content analysis.

Research conclusion

From the results of the study of the guidelines for talents training to integrate industry and education in Yunnan Q College can be summarized according to the objectives of the study as follows: The results of the mean and standard deviation analysis of talents training to integrate industry and education are smooth ($\bar{x} = 3.37$, S.D. = 0.79) and if considering side by side and ordering the average from the most to the least, We will find that the highest value of matching degree of industrial demand and educational content ($\bar{x} = 3.60$, S.D. = 0.80). Followed by comprehensive quality of professional teachers ($\bar{x} = 3.46$, S.D. = 0.79), students' practical operation ability ($\bar{x} = 3.34$, S.D. = 0.77), education mechanism of talent training ($\bar{x} = 3.28$, S.D. = 0.79). The lowest value of educational environment for talent training ($\bar{x} = 3.18$, S.D. = 0.81).

The most important thing for talents training to integrate industry and education is the matching degree of industrial demand and educational content. Comprehensive quality of professional teachers, students' practical operation ability and education mechanism of talent training are also important. Educational environment for talent training is not valued in some respects.

Suggestions

According to the research on the current situation and problems of industry-education integration in Yunnan Q University, the following are the development suggestions: 1) Improve the policy mechanism of talent training integrating industry and education. To improve the policy mechanism of talent training integrating industry and education needs the guidance and support of the government, as well as the joint efforts and cooperation of educational institutions and industries. Through the improvement of the policy mechanism, the development of the integration of industry and education can be further promoted, and the virtuous circle of talent training and industrial development can be promoted. 2) Improve the integration degree of industry and education. The implementation of the integration of industry and education is in-depth communication with enterprises, the establishment of friendly cooperative relations, open teaching, so that universities, enterprises and governments can participate in the whole process of talent training, is



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conducive to the direction of social application of talent development (Wenwu Li, Juan Li & Qin Li). By strengthening cooperation, promoting projects, strengthening practice, establishing the tutorial system and strengthening information exchange, it can promote the deep integration of industrial education and cultivate high-quality talents who are more in line with the needs of the industry. 3) To improve the comprehensive quality of professional teachers. With the in-depth development of "mass entrepreneurship and innovation" education, universities should timely introduce excellent talents with professional background in order to change the current problem that teachers are difficult to meet the needs of "mass entrepreneurship and innovation" education (Xie Bing, 2023). By improving the professional quality of disciplines, enhancing the education and teaching ability, cultivating the educational feelings and educational concepts, strengthening the teacher ethics and improving the self-learning and development ability, the comprehensive quality of professional teachers can be continuously improved and better education and teaching services can be provided for students. 4) Improve students' practical ability. By creating practical opportunities, strengthening practical teaching links, providing practical mentor guidance, strengthening practical evaluation mechanism, encouraging students to participate in practical projects and providing practical resource support, students' practical ability can be cultivated, so that they can better adapt to the requirements of social development. 5) Improve and maintain the educational environment. Schools need to provide a safe and comfortable learning environment, practice facilities, equipment and places. Enterprises have the responsibility to provide students with a good internship environment, help students to apply theoretical knowledge to practical work, and gain practical experience.

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