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Construction and Effective Utilization of Higher Vocational Off-Campus Practical Teaching Bases Based on School-Enterprise Cooperation

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Abstract: With the deepening of educational reform, off-campus practical teaching bases in vocational colleges must keep pace with the times. While enhancing their own construction and effective utilization, it is crucial to explore implementation strategies from a new perspective of school-enterprise cooperation to achieve the core goal of higher vocational education, that is, to cultivate high-quality technical and skilled talents. This paper proposes strategies for construction and effective utilization from aspects such as building a deeply integrated school-enterprise cooperation mechanism, optimizing the planning and layout of bases, improving the management system of practical teaching and strengthening the construction of "dual-qualified" teacher teams, and promoting the dynamic adaptation of practical training content to industrial demands, aiming to cultivate and enhance students' comprehensive skills and qualities through these practical bases, thereby continuously boosting their employment competitiveness and ultimately improving the quality of talent cultivation and education.

Keywords: School-enterprise cooperation; Off-campus practical teaching base; Construction; Effective utilization

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1. Introduction

The core objective of higher vocational education is to cultivate high-quality technical and skilled talents, a feature that determines the key position of practical teaching. To achieve this goal, higher vocational education needs to define the core carrier, and the off-campus practice base connects the theoretical classroom with the on-the-job practice, and its bridging role also makes it play the role of the core carrier. Higher vocational off-campus practical teaching bases based on school-enterprise cooperation integrate two types of resources: school educational resources and enterprise industrial resources. By creating real job scenarios, they refine students' skills and enrich their practical experience. At present, there is a problem of disconnection between the cultivation of skilled talents in higher vocational education and industrial demands. Focusing on the construction of off-campus practical teaching bases and achieving effective utilization is conducive to solving this problem. This

paper takes the importance of base construction and utilization as the starting point of the research and explores the implementation strategies based on school-enterprise cooperation, with the aim of providing useful references and lessons for improving the quality of higher vocational education [1].

2. The importance of the construction and effective utilization of off-campus practical teaching bases for higher vocational education

2.1. Align with the core objective of cultivating technical and skilled talents in higher vocational education

Analysis shows that the core demand is to cultivate technical and skilled talents who, in addition to having excellent skills, also possess high problem-solving abilities [2]. To achieve this goal, emphasis should be placed on creating a real job environment. Off-campus practical teaching bases provide students with a platform for practice. The seamless connection between this platform and professional positions enables students to bid farewell to traditional classroom simulation training methods, shortens the distance between them and the industry, and allows students can even come into contact with the latest technical equipment and management norms of the industry. For the base practice, teachers can guide students to participate in real projects of enterprises to help them transform theoretical knowledge, that is, to turn theoretical knowledge into practical skills, while strengthening the cultivation of students' professional qualities and job adaptability. For instance, having students go into enterprises and actually participate in enterprise projects can help them understand the work processes of enterprises and improve their practical skills. Such practical experiences have obvious advantages over on-campus training. The effective use of the base has narrowed the gap between talent cultivation and job requirements, which is conducive to enhancing students' employability [3].

2.2. Promote the integration and coordinated development of resources between schools and enterprises

The construction and utilization of off-campus practical teaching bases fundamentally entail the optimal allocation of resources between schools and enterprises, fostering coordinated development. From the perspective of the school, the enterprise can provide training equipment, practical projects, etc. for the base construction, which helps to make up for the school's insufficiency in training resources and solve the problem of its lagging technology update. At the same time, it also provides teachers with the opportunity to conduct practical operations on the front line and provides a strong boost for the construction of the dual-qualified teacher team [4]. From the perspective of enterprises, such teaching bases are conducive to solving the problem of labor shortage in enterprises, providing a window for enterprises to select and reserve talents. In practical teaching, enterprises can incorporate their own job requirements, technical standards, etc., so that the talents cultivated are more in line with their own needs. In addition, for the construction of the base, schools and enterprises can expand the scope of cooperation to cover areas such as technology research and development and project breakthroughs, so as to achieve the connection of the four chains (education chain, talent chain, industrial chain, innovation chain) and achieve a win-win situation for both schools and enterprises [5].

2.3. Enhance the capacity of higher vocational education to serve industrial development

The development of industries cannot do without higher vocational education. Therefore, constantly enhancing the capacity of higher vocational education to serve industrial development not only reflects its educational

value but also promotes the healthy and sustainable development of industries. Off-campus practical teaching bases, which originate from the front lines of industries, can capture the dynamics of industry development and the trends of industrial technological changes promptly, and pay attention to information feedback. By applying them to the revision of talent training programs, the optimization of the curriculum system and other links, it is conducive to narrowing the distance between higher vocational education and industrial development and promoting their synergy and resonance. Through the practice of the base, students are provided with a platform to familiarize themselves with industrial development, including industrial technical standards and development needs, so that they can integrate into the production and operation of enterprises without having to adapt for a long time after graduation, giving new vitality to industrial development [6]. At the same time, the base can also be used to carry out enterprise employee training, technology promotion, etc., and the school can provide corresponding technical support and talent training-related services based on its professional and talent advantages, which is conducive to enhancing the ability of higher vocational education to serve regional industrial upgrading and economic development [7].

3. Strategies for the construction and effective utilization of off-campus practical teaching bases in higher vocational colleges based on school-enterprise cooperation

3.1. Establish a school-enterprise cooperation mechanism to promote base construction and effective utilization

The foundation for the construction and effective utilization of bases is the establishment of a deeply integrated school-enterprise cooperation mechanism. For this purpose, both the school and the enterprise should start to establish a communication and connection mechanism and set up a base construction committee. In addition to management personnel from both the school and the enterprise, the committee also includes technical backbones and professional teachers, who are involved in the formulation of base construction plans, teaching programs, etc. In addition, the division of responsibilities between the school and the enterprise should be made clear, so that they can play to their strengths through their respective duties. If the school is responsible for student management, teaching management, etc., the enterprise needs to provide training venues, equipment, technical guidance and practical projects to improve the base construction and make it meet the needs of both the school and the enterprise. At the same time, establish a benefit-sharing and risk-sharing mechanism, and bind the interests of schools and enterprises together through order-based training, school-enterprise co-construction of training workshops, etc., to increase the enthusiasm of enterprises to participate and avoid formalism in cooperation [8].

For the cooperation mechanism to operate in the long term, emphasis should be placed on institutional building and use it as a guarantee. For example, schools should introduce incentive policies and incorporate teachers' participation in base construction and guidance of practical teaching achievements into the professional title evaluation and performance assessment system; Enterprises should set up special reward funds to recognize students and instructors who perform well in practice. In addition, establish a cooperative evaluation and feedback mechanism, assess the specific progress of base construction and the results of practical teaching through school-enterprise cooperation symposiums, actively solve problems in cooperation, and optimize and adjust cooperation content based on industrial development, teaching needs, etc., to continuously optimize the cooperation mechanism [9].

3.2. Optimize the construction plan to avoid waste of resources

The planning and layout of base construction should be based on the school's professional characteristics and aligned with the development plan of regional industries, to enhance the scientific nature of construction and avoid waste of resources. For this purpose, schools can select cooperative enterprises in combination with core professional clusters. When making the selection, not only should their industry reputation be considered, but also their technological advancement, cooperation intentions, etc., should be analyzed to lay the foundation for the construction of the backbone base. When building, the first step should be to define the functions and positioning of the base based on the professional practice requirements. For manufacturing majors, the training base should focus on production, while for service majors, it should focus on service, thus ensuring a precise match between the base's functions and the professional training objectives [10]. At the same time, pay attention to the regional layout of the base and give priority to local key enterprises when choosing cooperative enterprises to reduce the transportation cost of students' practical training, facilitate the teaching guidance provided by enterprises, and promote the long-term development of cooperation [11].

For the construction of the base's hardware and the creation of the environment, schools and enterprises, while increasing resource input, focus on optimizing them. For example, enterprises should improve the training grounds, equipment and facilities of the base in accordance with industry standards. On this basis, safety protection measures and training assistance tools should also be provided so that students can practice in the real job environment; Schools can improve teaching facilities through the practical teaching management platform built by enterprises, so that practical teaching can not only provide theoretical guidance but also meet the direct communication needs of teachers and students [12].

3.3. Establish and improve the practical teaching operation and management system to ensure the smooth implementation of practical teaching

The effective utilization of the base should focus on the effective operation and management of practical teaching. In addition to jointly formulating the teaching plan, both the school and the enterprise should also clarify the teaching objectives, assessment standards, etc., based on the talent cultivation plan + enterprise job requirements, and pay attention to the refinement of enterprise job skill standards and requirements to make them into corresponding practical teaching modules. At the same time, establish a dual-mentor system, namely enterprise mentors and on-campus mentors [13]. Among them, the former is appointed by the enterprise, usually by technical backbones, whose rich practical experience is conducive to providing effective guidance for students' practical training; The latter, appointed by schools, are usually teachers of higher professional level, mainly responsible for theoretical tutoring, teaching management, etc., to create a new pattern of guidance. At the same time, emphasis is placed on the formulation of the teaching process to clarify the specific requirements of each link, such as students' practical training registration, process guidance, etc., to lay the foundation for the smooth implementation of practical teaching [14].

On this basis, focus on the scientific management of the practical teaching process and strengthen quality monitoring to establish a new management mechanism. That is, the school and the enterprise jointly form a monitoring team to understand the training situation through various means, such as regular inspections and student feedback, and solve the problems that arise promptly. For this purpose, information technology can be used to build a platform and implement digital management to improve management efficiency. In addition, corresponding management systems should be established for students' training safety. On this basis, pre-job safety professional training should be actively carried out to enable students to understand what safe operation

is, be familiar with its operation norms, and be equipped with safety administrators to ensure the training process and help it develop in a safe and controllable direction [15].

3.4. Strengthen the construction of the "dual-qualified" teaching staff and improve the quality of practical teaching

The "dual-qualified" teaching staff serves as a crucial support for the effective utilization of the base, whose quality is closely related to the quality of practical teaching. For this purpose, schools can make use of off-campus practical teaching bases, establish long-term mechanisms for the teacher group, so that they can carry out practical training, and by formulating management measures for teachers to enter enterprises for practice, put forward specific requirements for professional teachers, that is, they need to go to the base enterprises for on-the-job training every year, actively participate in their technical research and other work, in order to understand the enterprise production process and technology application, To enhance their practical teaching skills. Enterprises should also actively create convenient conditions for this group of teachers by having their technical backbones, industry elites, etc., serve as their practical mentors to help teachers learn and master the latest technologies and job skills in the industry. At the same time, invite teachers to leverage their strengths to conduct employee training and participate in technological transformation in enterprises. Comprehensively enhance the teaching ability of teachers and the technological level of enterprises.

In addition, in order to broaden the channels for cultivating dual-qualified teachers, a teacher training system should be established based on school-enterprise collaboration. In addition to jointly participating in the formulation of teacher training programs, schools and enterprises should also invite technical experts from enterprises to give special lectures and technical demonstrations at schools, and encourage teachers to actively participate in industry-academic exchanges and skills competitions in order to transform teachers' teaching concepts and update their professional knowledge. In addition, an evaluation and incentive mechanism for "dual-qualified" teachers should be established, linking teachers' practical experience in enterprises, achievements in technical services, etc., with professional title evaluation and commendation, to enhance teachers' enthusiasm and encourage them to consciously strive to be dual-qualified teachers and continuously improve their dual-qualified qualities.

3.5. Promote the dynamic adaptation of training content to industrial demands and enhance the practical value of the base

The training content is the link that connects teaching and industry at the base. Attention should be paid to the dynamic synchronization with the technological development of the industry and the job demands of enterprises, to avoid the separation of practical teaching and actual work, and thus enable the base to fully exert its educational value. During this process, both the school and the enterprise should focus on updating the content by establishing a dynamic update mechanism to conduct regular research on the development trends of local industries, the earliest standards of industry technology, and the capabilities of enterprise positions, to incorporate the latest production processes, operation norms, etc. into the training curriculum system. For majors such as new energy vehicles and artificial intelligence, enterprises should focus on the transformation of actual projects, such as transforming projects in areas like intelligent algorithm optimization and power battery testing into training tasks, creating conditions for students to be exposed to the most advanced technologies in the industry at the base; For traditional manufacturing specialties, the current training modules can also be adjusted and optimized based on the actual situation of the enterprise's own equipment upgrade and production process improvement,

such as updating the traditional mechanical processing training method, that is, combining numerical control processing with industrial Internet monitoring, through this compound training, to ensure that the skills learned and mastered by students are more in line with the requirements of enterprise positions.

4. Conclusion

The construction and effective utilization of off-campus practical teaching bases for higher vocational education based on school-enterprise cooperation can not only enhance the quality of higher vocational education, but also ensure that the technical and skilled talents cultivated meet the demands of industries. By establishing a school-enterprise cooperation mechanism, promote the construction and effective utilization of bases; Optimize construction planning to avoid waste of resources; Strategies such as establishing a sound practical teaching operation and management system to ensure the smooth implementation of practical teaching can effectively address the drawbacks existing in the base construction. In the future, the connotation of school-enterprise cooperation should be deeply explored. While strengthening the construction of the base, the utilization model of the base should be innovated, so as to shorten the distance between higher vocational education and industrial development, promote the deep integration of the two, and meet the demand of social development for high-quality technical and skilled talents.

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