

Research on the Difficulties and Countermeasures of Vocational Education Students Education Management under the Background of Industry and Education Integration

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Abstract: Under the perspective of industry-education integration, the education management of higher vocational students has increasingly attracted attention. The education management of students also exhibits diversified and humanized characteristics, and school-enterprise cooperation and collaborative talent cultivation can be further developed. To comprehensively advance socialist modernization and implement various national development regulations, higher vocational colleges should combine industry-education integration in student education management, closely focusing on teaching themes, teaching resources, and student subjects to conduct explorations, identify existing problems in educational management, and adhere to employment-oriented coordinated development to extract higher-quality educational resources. Fully leveraging the roles of different entities can help improve the quality of student education management in higher vocational colleges, thereby enhancing the quality of higher vocational education.

Keywords: Integration of industry and education; Higher vocational colleges; Education management

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1. Introduction

The effective management of higher vocational education cannot be separated from the high-quality development of education and is closely related to various entities involved in educational management. Vocational education is one of the foundational guarantees for building a strong educational nation, and the National Vocational Education Reform Implementation Plan implemented in 2019 clearly stated that vocational education holds an equal status with general education. Promotion of school-enterprise cooperation and integration of industry and education can deeply tap into the potential for talent cultivation, effectively broaden the pathways for higher vocational education, and also guide the direction of subsequent educational management work, making it face more challenging tasks ^[1].

2. The difficulties in the education and management of vocational students under the perspective of industry-education integration

Educational management refers to the coordination of educational teams by managers and the full play of the initiative of different classes. Coordinating human, material, and financial resources, and adopting more scientific educational pathways to achieve expected management goals. Educational management can also be referred to as a strategic development vehicle, effectively connecting the characteristics of vocational education and strengthening its effectiveness in the management process, promoting high-quality development in vocational education management. Under the integration of industry and education, student educational management should innovate and transform, adhering to the inherent characteristics of educational management subjects, practicing humanistic concepts in management, comprehensively considering the environment in which students are situated, continuously innovating various educational management practices, while not overlooking the multiple challenges faced in student management under the perspective of industry-education integration ^[2].

2.1. The integration of industry and education resources has not been scientifically integrated

Schools, as the main educational base, have rich resources, whether it is the education resources or the faculty team. All aim to enhance students' comprehensive qualities and cognitive levels. Enterprises, as another carrier of industry-education integration, also possess abundant equipment resources and practical venues. Industry-education integration resources refer to the effective connection between school and social resources, which are then applied in professional classroom teaching. In actual management processes, student education management still faces the following issues:

- (1) The existing school resources cannot meet the basic demands of enterprise development in the new era, failing to reflect innovation in teaching processes and being unable to adapt to the needs of industry-education integration work. Vocational colleges lack emphasis on industry-education integration, leading to slow updates in school resources.
- (2) School-enterprise cooperation cannot be flexibly utilized, lacking necessary sharing mechanisms in teaching processes, preventing the scientific application of enterprise elements in all aspects of teaching, and making school resources unsuitable for internal management and production practices within enterprises. This to some extent reduces the effectiveness of industry-education integration, failing to help students grasp real-world industrial scenarios and optimize management paths and models in teaching contexts
- (3) School-enterprise resources have not been integrated into the educational process, failing to fully leverage their potential, resulting in students' skills being mismatched with job requirements after graduation ^[3].

2.2. The main physical education and management of students is insufficient to educate people

In order to actively promote the smooth implementation of industry-education integration, the school should give full play to its role in industry-education integration. The effectiveness lies in creating more diverse teaching carriers and deeply advancing enterprise management processes aiming to consolidate the effectiveness of talent cultivation and meet students' personalized development needs. During the process of student teaching management practice, it can be found that the integration effect of enterprise elements and management has

not reached expectations, and the two parties have not generated a synergistic effect in talent cultivation. It is difficult for enterprises to integrate into all aspects of student education management. For example, regarding the formulation of talent cultivation models, higher vocational colleges often base their approaches on dominant positions, and the internal demand for high-quality, skilled talents within enterprises cannot be reflected in the talent cultivation plans. Lack of more scientific management regulations leads to managers not having clear functions, failing to coordinate comprehensively, and actively participating in management. This affects the quality of students' personal abilities, practical operations, and job development to a certain extent ^[4].

2.3. Bad effect of students self-management

Higher vocational education is a content spanning economic and educational fields, which also shows up in the context of student education management. The complexity and richness of educational management have increased the difficulty for educators, and exploring which approaches can improve the quality of student education management remains a focal point. In corporate education management, greater emphasis is placed on economic benefits derived from student participation, while neglecting students' personal feelings and basic interests, thus making the promotion of student self-management mechanisms highly significant. Practical studies have shown that although many institutions value students' ability to independently solve problems and handle school and enterprise affairs, the lack of a scientific guidance mechanism prevents students from actively enhancing their capabilities and strengthening management at the behavioral and ideological levels, thereby affecting the effectiveness of industry-education integration and hindering the high-quality development of higher vocational education management ^[5].

3. Optimization path of vocational and higher education management under the perspective of industry-education integration

3.1. Closely meet the demands of industrial development and coordinate the goals of education management

From the perspective of industry-education integration, the educational management work for higher vocational students should meet the internal development needs of enterprises, establish a more scientific management system, and ensure consistency in talent cultivation between enterprises and schools.

Schools should orient their teaching plans towards industrial development and work together with enterprises to set more reasonable teaching plans. For example, in computer application courses, schools should base their practical conditions on their circumstances and jointly define practical content with enterprises, clearly delineating the content of computer application courses, thereby enhancing students' professional competence ^[6]. The above cooperation can ensure that educational content is closely linked to industrial development, providing more targeted teaching activities for students.

Schools and enterprises should strengthen cooperation, innovate and optimize the evaluation mechanism based on students' learning outcomes, setting more scientific evaluation criteria. This can effectively improve the traditional evaluation model that relies solely on individual grades, adapting to the trends of the times. Both schools and enterprises should integrate students' personal operational skills and practical performance, clearly defining evaluation indicators ^[6]. In addition, the school can invite experts and scholars from enterprises to participate in the evaluation of students' achievements, and provide students with more innovative practical information, integrating the above information into the review of students' theoretical knowledge and practical

skills to ensure that students personal abilities meet the needs of social development ^[7].

3.2. Scientifically coordinate the integration of industry and education resources for talent training

To fully leverage efficiency, a deeper and more comprehensive school-enterprise education management model should be provided, coordinating high-quality educational resources at this stage.

- (1) By aligning with the needs of industrial development as the main thread, integrating school faculty, teaching facilities, and teaching venues to ensure the close connection in construction, integration, and management of different resources, which can also meet the economic construction, industrial expansion, and operational needs during the process of regional economic development, facilitating the smooth implementation of industry-university-research cooperation ^[8]. As a common demand for industrial development, it is proposed to cultivate a large number of skilled and versatile talents, facilitating the establishment of various types of laboratories and the purchase of corresponding teaching hardware equipment during the educational management phase, actively enhancing the quality of dual-qualified faculty team building.
- (2) Actively setting up teaching practice venues, combining on-campus and off-campus educational resources to establish teaching communities, strengthening integration in areas such as culture, resources, and talent, and continuously enhancing the effectiveness of disciplinary education ^[9]. In short, it involves leveraging pathways such as the creation of practical bases and optimizing platform-based talent cultivation, integrating internal management resources from enterprises into professional teaching management, continuously promoting the connection between enterprises and schools, allowing school-enterprise resources to converge and integrate, enhancing college students practical skills, enabling them to directly connect with job positions after graduation without unnecessary time wastage.
- (3) Closely integrating shared platform resources accelerates the construction of various talent cultivation systems, education systems, and industrial systems, exploring higher-quality talent cultivation paths from multiple perspectives, linking practical application, industrial systems, market demands, and educational management, ensuring the timeliness and relevance of educational management resources. To promote the application of industry-education integration in student education management, it is essential to genuinely improve various talent cultivation systems, deeply explore the internal talent cultivation advantages of enterprises, and achieve the healthy growth of students. Educational administrators should scientifically connect sharing mechanisms, strengthen teaching resources and practical venue construction, and provide support for the subsequent learning and work of vocational college students, promoting their healthy development ^[10].

3.3. Respect the subject status of students and realize the transformation of identity

Under the influence of industry-academia integration, the essence of vocational education management should focus on the students themselves. The entity responsible for implementing various activities is also the main body participating in corporate training. In this regard, relevant personnel should clarify students' actual needs and enhance their practical operational skills in the teaching process to facilitate their transformation of identity, which is crucial for improving management efficiency.

- (1) Both schools and enterprises should respect the student's primary status and create a more comprehensive talent cultivation system. This system should align with industry development, student interests,

and high-quality resources from both sides, viewing different stages of educational paths and goals dialectically, thereby enabling students to coordinate their learning processes and acquire the necessary skills for career development.

- (2) Both schools and enterprises should set more reasonable educational plans, promoting the sharing and co-construction of diverse knowledge while implementing innovative activities through projects, and facilitating students' growth in real-world scenarios. The application of project-based teaching can also guide students toward clear development directions, helping them set more reasonable development goals and assist enterprises in selecting talents that better meet their needs ^[11].

3.4. Take industry as the main line to integrate the faculty team

Facing the development in the new period, many vocational colleges and universities have a serious shortage of dual-qualified teachers, which should be combined with the schools to develop practical measures to enhance the optimization of faculty structure and further promote the professional growth of teachers.

- (1) Schools should define a more precise dual-qualified teacher training system to provide teachers with more adequate opportunities for cutting-edge experiences ^[12]. For example, organizing teachers to participate in various types of seminars, and professional development programs, or inviting experts and scholars from within the industry to give lectures at the school to analyze the latest developments for professional teachers. These measures aim to broaden teachers' perspectives and enhance their sensitivity to industry trends.
- (2) Higher vocational colleges should introduce enterprise experts with rich experience to work part-time at the school. Such experts can not only bring students richer industry experience but also facilitate their transition from apprentices to professionals. The integration of expert teachers will broaden practical experience and continuously enhance the relevance and timeliness of teaching activities.
- (3) Higher vocational colleges should also introduce advanced foreign technologies and talents. Strengthening cooperation and exchanges at different levels can help build a dual-qualified teacher team and broaden international perspectives, while also introducing more advanced educational philosophies and technical knowledge to the school ^[13].

3.5. Give full play to the efficiency of education management and form a joint force of education management

With the deepening of industry-education integration, vocational students' education management is faced with certain opportunities and challenges. The General Office of the Academy issued a guiding document entitled "Several Opinions on Deepening the Integration of Industry and Education," which clearly points out the important efficiency of enterprises in vocational education, and also provides more diversified ideas for the education and management of higher vocational students ^[14]. In the process of student management, the school can leverage the integration of industry and education to enhance its effectiveness. By incorporating this management philosophy into the educational system, the school can ensure the quality of subject-based education and promote students' healthy growth.

- (1) After students enroll, the school should establish a dual-mentor mechanism by assigning both professional and part-time teachers to provide more targeted teaching guidance.
- (2) The school can facilitate the integration of campus culture with corporate culture, such as organizing visits to local business premises and inviting corporate technical experts to give cultural thematic

lectures, which helps students gain a deeper understanding of corporate operations, management systems, and culture, fostering their professional awareness and sense of belonging.

- (3) The school should improve the guidance and evaluation mechanisms for student internships, integrating corporate evaluations into student academic performance assessments. This fully leverages the significant role of enterprises in educational management, encouraging companies to prioritize student internship programs and create more realistic work environments for students^[15].

4. Conclusion

In summary, the integration of industry and education is not only an effective form to promote socioeconomic development but also an inevitable part of the educational reform and development of higher vocational colleges. Higher vocational colleges should work together with enterprises to improve student education and management, providing students with more adequate practical opportunities, helping students grow through actual work experience, and delivering high-quality, skilled talents to enterprises, thereby promoting their healthy development. Moreover, the integration of industry and education also contributes to the reform and innovation of higher vocational education, guiding schools to continuously update their educational concepts, improve student education management systems, enhance educational quality, promote student employment, and drive industrial development, thus supplying more high-quality technical and skilled talents to China's socio-economic development.

Disclosure statement

The author declares no conflict of interest.

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