

## Research on Group Education in the Region under the Modern Vocational Education System

Xiaoyu Wang, Jizhen Yu\* and Zhiyuan Sun

Dalian Ocean University Dalian Liaoning

Email: yujikun@dlou.edu.cn

\*communication author

**Keywords:** vocational education; education group; region

**Abstract:** If China's vocational education wants to take the road of connotative development and improve the level and quality of vocational education, it must seek a more reasonable and scientific method, change the original "extensive management" model, and promote "intensive" model. Under the modern vocational education system, this article focuses on the economic development in the region and conducts group-based schooling research in order to integrate regional vocational education resources, promote the joint running of government, school, and enterprise, coordinate education, and continuously improve the quality of talents suitable for regional economic development. To promote high-level development of vocational education.

In the 21st century, the development of China's vocational education has entered a stage of rapid development. In order to meet the needs of new economic and social development, the group development of vocational education also emerges at the appropriate time. It is a new fast and efficient intensive vocational education. The mode of running a school has aroused great attention in the field of vocational education. However, in general, the group education of vocational education is not mature enough, and the quality of school running is not high, and the social credibility has not reached people's expectations. It is necessary to carry out exploration and practice.<sup>[3]</sup>

In the dynamic changes of internal and external factors in China's higher education, how to strengthen the self-construction of colleges and universities and take the initiative to deal with new challenges is a current concern. At this stage, China clearly proposes: the development strategy of a country with strong human resources and an innovative country. An important policy of national development is the priority development of education. It emphasizes fair education, people's satisfaction with education, high-quality development of education, and educators first receive education<sup>[1]</sup>. As we all know, teaching quality is the lifeline of the development of higher vocational education. To carry out effective research on group education in the region under the modern vocational education system and continuously improve the quality of teaching is one of the important measures to consolidate and develop the vocational education lifeline under the modern vocational education system.

If Chinese vocational education wants to follow the connotative development path and improve the level and quality of vocational education, it must combine regional economic characteristics and fully consider the relationship between supply and demand of human resources. Only by continuously improving the quality of human resources and production technology can we continuously improve product quality. And reduce production costs, so as to achieve the goal of improving the core competitiveness of economic development, so as to continuously improve the professional quality and professional skills of employees, in order to meet the objective requirements of regional market economic transformation and job changes. It can be seen that carrying out group-based schooling research and practice in the region can effectively promote the close combination of vocational education and the regional economy, an important way to promote the in-depth integration of production, education, and research, create a vocational education brand and give play to the advantages of vocational education, and optimize regional economic human

resources configuration to better serve regional economic science, coordination and rapid development.

## **1. Basic Views on Group Education in the Region**

The study of group schooling in a region is based on a specific region, based on regional and docking industries, integrating regional vocational education resources, exploring the construction of a group schooling system for vocational education, exploring the operation mode of group schooling, and promoting "group or intensive " education model .The mode of running a school to improve the quality of talent training is as follows:

1. Based on the study of the difficulties and root causes of group education in vocational education group, we summarized the points of interest of various parties in vocational education group, and pinpointed the difficulties and root causes of group education in vocational education group. The research work is mainly carried out through theoretical analysis and empirical investigation. The theoretical analysis part mainly analyzes the academic research results in this field, summarizes the influencing factors, and designs the questionnaire for empirical research. The empirical research part uses questionnaires as the main form. Involving managers at the level of enterprises, vocational colleges, higher vocational colleges, and group companies, based on feedback, vocational education for government agencies, industry organizations, enterprises (industry) units, vocational colleges, research institutions, and social organizations analyze the interests and concerns of all parties within the group, summarize the interests of the parties concerned, and pinpoint the dilemmas and problem roots that affect group education.

2. Through the study of the mode of co-construction and sharing of school-enterprise resources in vocational education groups, a mode of co-construction and sharing of school-enterprise resources under the conditions of vocational education groups is established. The research work breaks through the limitations of the perspective of economics theoretical research, starting from the perspective of sociology, starting from the theory of social partnership, and using a combination of literature analysis and survey interviews to conduct research. The Dalian Equipment Manufacturing Vocational Education Group is used as the analysis sample. The community of destiny theory tries to understand the nature and function mechanism of vocational education group cooperation and sharing in the interest interaction and coordination of the partnership that affects the operation of the group. Combined with the theory of group partnership, it aims at resource sharing. The main body of the partners and the outer layer of the vocational education group put forward valuable and reproducible countermeasures to build a cooperative model of group school resource sharing and co-construction<sup>[5]</sup>.

3. Through the study of the group education path in the region, a education group system and operating method that meets the needs of regional economic development and meets the requirements of modern education is constructed. The research work is based on the theory of social partnership and community of destiny first, starting from the formation of the group, fully considering the organizational structure, and forming a system and mechanism suitable for the characteristics of group management. At the same time, strengthen the connotation construction of education group, establish a education group brand, and create a education group culture. Secondly, start from continuously improving the operating mechanism, integrate modern enterprise management into group management, establish a self-discipline and self-regulation mechanism, and form a society-oriented Multi-dimensional and multi-level large-scale shared linkage pattern to build a group education system and operating mode suitable for the region<sup>[2, 6]</sup>.

## **2. The Main Countermeasures of Group Education Research in the Region**

The countermeasures adopted in the research of group education in the region under the modern vocational education system mainly include the following four aspects.

1. According to the requirements of China's education supply-side reform at this stage, study the existing problems in the quality of personnel training, and then pinpoint the dilemmas and problems that affect the vocational education group education.

2. Guided by the basic principles of co-construction, co-management, sharing, win-win, and common education, a school-enterprise resource co-construction and sharing cooperation model is established under the conditions of vocational education groups.

3. Establish a group education system and operating model in the region that is in line with the characteristics of modern vocational education, and establish specific offices to support the operation of education.

4. Promote the deep integration of schools and enterprises under the leadership of the government. By integrating vocational education resources, promoting the integration and connection of vocational education, reforming teaching methods, and improving the governance level and capacity of vocational education.

### **3. Innovations in Group-based Schooling Research in the Region**

The innovations of this topic are reflected in the following aspects:

#### **1. Research perspective and theoretical innovation.**

This topic research breaks through the limitations of the perspective of economics theoretical research, starting from the perspective of sociology, starting from the theory of social partnership, taking regional equipment manufacturing vocational education group as an analysis sample, focusing on the analysis of the relationship between the internal units of the vocational education group and the Interests of all parties are concerned, and pinpoint the root of the difficulties and problems that affect the vocational education group education. The research is based on the theory of the community of destiny, analyzes the current status of the operation of the vocational education group, attempts to interact and coordinate the interests of the main bodies of the group, explores the nature and mechanism of cooperation and sharing of the vocational education group, starts with the composition of the group, and continues to improve the operating mechanism. Explore the modern management mode and operation mode of the vocational education group.

#### **2. Innovative modern management mode and operation mode of group education.**

Based on the needs of economic and social development in the region, education group gathers factors, integrates resources, and enhances functions under the leadership of the government to build a modern and advantageous management mode and operating mode of group-based schooling in the region with advantages and characteristics. In the construction of the model, strengthen the in-depth communication and integration between vocational and technical colleges, and between schools and enterprises. Through education docking, industry-academia integration, engineering-science integration, and production-university-integration integration, the relationship between enterprises and colleges will be strengthened. Promote information exchange, product exchange and technology transfer among enterprises, between schools and enterprises, and between schools. Focus on key areas closely related to the regional economy, do scientific and technological breakthroughs, technological breakthroughs, and achievement transformation to form the core competitiveness of the regional economy<sup>[4]</sup>.

#### **3. Innovative talent training model.**

Strengthen the highly intensive construction of professional clusters, make full use of vocational education resources among constituent units, make centralized allocations, focus on investment, and establish a through-training talent training model for vocational and vocational colleges, bachelor's degree, and bachelor's degree, and form a vocational → higher vocational → Undergraduate → Master's modern vocational education system, forming a new mechanism for talent training, joint education, cooperative employment, and coordinated development among schools, enterprises, and schools, and forming a multi-level, multi-dimensional, and diversified sharing for the society New pattern of linkage education.

#### **4. Expected Results of Group Education in the Region**

1. Analyze the interests and concerns of various parties in the vocational education group composed of government agencies, industry organizations, enterprises (industry) units, vocational colleges, research institutions and social organizations, and identify the difficulties and problem sources that affect the existence of vocational education group education.

School-enterprise cooperation is a cooperation model based on the sharing of resources between the school and the enterprise for specific purposes. Schools and enterprises rely on the basis or advantages of their property to achieve their own interests. They are unified and independent. Cooperation between them is free, unforced, temporary and unstable.[4]As there is no substantial binding and restriction between the school and the enterprise, the Vocational Education Group is not responsible for the development and performance of both the school and the enterprise, and is not sustainable in the long term.<sup>[7]</sup>The vocational education group relies on the leading school, and is composed of relevant vocational colleges, industry associations, enterprises and research institutions. Each constituent unit has equal legal status, and its legal person and affiliation will not change. By signing a cooperation agreement, it is clear Their respective rights and obligations form a loose contractual relationship. As the relationship between the constituent units is too loose, it is not conducive to the formation of core competitiveness, and it is not conducive to the advantages of each member unit.

Based on the development trend and planning of regional economy, according to the market's requirements for the quality of high-skilled talents, the core is to improve the quality of education and the requirements of laborers. Based on the concepts of "government-led, industry participation, university-led, corporate cooperation, resource sharing, and complementary advantages" and the basic principles of "co-construction, sharing, co-education, and reciprocity" as the basic principles, a vocational education group was established. Through mechanism innovation, loose organizational relations are changed to form a new type of vocational education group with unified goals, driven by interests, and closely combined. In order to achieve the comprehensive docking of education and industry, schools and enterprises, professions and positions, and continuously improve the overall quality and level of vocational education.

2. Based on the basic principles of co-construction, co-management, shared win-win, and common and common education, based on the "three clear and three coordinated" construction of a vocational education group under the conditions of co-construction and sharing of school and enterprise resources.

Under the condition of vocational education group, the school-enterprise resource co-construction and sharing cooperation model focuses on the objective demand for skilled talents in specific economic development in the region, establishes a professional layout and curriculum setting that connects with regional industries, and focuses on regional economic development. Programs and curriculum teaching standards, jointly develop teaching materials and form a system. Through exchanges with regional talent markets, technology centers, scientific research institutions, industry companies, etc., governments, schools, and enterprises jointly train talents with scarce technical skills to better promote the regional economy. development of. Under the condition of vocational education group, school-enterprise resource co-construction and sharing and cooperation model should focus on the government's medium- and long-term planning for regional economic and social development. Do a good job in the aspects of personnel training, science and technology development, technology promotion, and achievement transformation. Under the condition of the vocational education group, the construction of the school-enterprise resource co-construction and sharing cooperation model should focus on leveraging the macro-control capabilities and policy advantages of the government and the education sector to open up the peer-to-peer communication channels for general higher education and vocational education to meet the needs of people for life. The objective needs of education meet the objective needs of people for life-long education, and realize the smooth connection of counterparts in secondary vocational education and junior colleges. Education group is based on the basic principles of co-construction, co-management, shared win-win, and common and common education. It clarifies the main role of governments, enterprises,

and society in talent training, coordinates the forces of all parties, and promotes and coordinates development. The setting and curriculum system must be compatible with regional economic development, co-ordinate all forces, and make a good plan for the development of vocational education in the region; clarify the professional layout, enrollment objects, scale and number of vocational education in the region, and coordinate the vocational education resources in the region. Based on the "three definitions and three overall plans" to build a school-enterprise resource co-construction and sharing cooperation model under the conditions of a vocational education group.

3. Establish a group operation mode that meets the objective needs of the modern vocational education system in the region, and establish working institutions to support the operation of the group.

Vocational education is a comprehensive education and lifelong education. To build a comprehensive and diversified group-based schooling system and operating model, it is necessary to adopt a flexible and diverse approach to form a variety of forms, multiple levels, and different specifications of school running. A group-based schooling model in an area with connotation and overall planning. Combining multiple schools with enterprises, industries, scientific research organizations, intermediary agencies, etc., and forming a vocational education group that participates in teaching, cultivating and talents based on the theory of the community of common destiny, and forms a close cooperative relationship between the constituent units. Management, supervision and guidance of the Board of Education Group. In accordance with the requirements of the board of directors, all units consciously regulate their behaviors in the process of teaching, educating, and cultivating talents, accept supervision and constraints, and continuously improve their governance level and capacity.

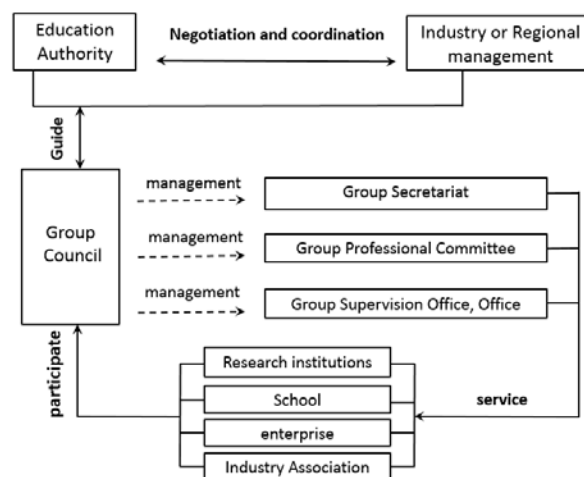


Figure 1 The operation mode of education group in the region

The core problem to be solved urgently in constructing The operation mode of education group is the organizational form of vocational education groups, which determines the effect and quality of group-based schools. Therefore, the group-based schooling mode and operation mode adapted to the modern vocational education system in the region should establish a fixed working organization to support the operation of the group-based schooling, generally including the following departments: Secretariat, professional committee, supervision office, office, etc., such as Shown in Figure 1. Working institutions serve schools, enterprises, industry associations, and scientific research institutions, and guide schools, enterprises, industry associations, and scientific research institutions to enter the group council and participate in group-based school-related work. At the same time, the group council accepts the guidance of the competent education department and regional management department, and manages the secretariat, professional committee, supervision department, office and other working institutions.

## Acknowledgements

2018 Liaoning Province General Higher Education Undergraduate Teaching Reform Research Project General Project (Liao Jiaohan [2018] No. 471); Liaoning Provincial Education Science "13th Five-Year Plan" 2018 General Project (JG18EB032); Liaoning Province Occupation Technical Education Society Vocational Education Group Management Project 2017 Special Project (LZYXZC1817); Dalian Ocean University Second "Zhan Lan Scholar Project" funded project.

## References

- [1] Fang Hongqin. General Model Construction and Quality Audit of Quality Assurance System in Chinese Universities [D]. Shanghai: East China Normal University. 2011.02
- [2] Ding Yan, Yu Jizheng. Study on the path of modern vocational education system construction in Dalian under the condition of group education [J]. Cai Zhi.2019.10
- [3] Lu Chengkai, Zhou Guihong, He Zhengfeng, Cai Huidong. Thoughts on the Group-based School-running Mechanism of Vocational Education [J]. Education and Vocational.
- [4] Shen Yan. Research on the Construction of Shaanxi Vocational Education Group education System from the Perspective of Regional Economy [D]. Shaanxi: Shaanxi University of Science and Technology.
- [5] Liu Xiaoning. Research on School-Enterprise Resource Sharing Practice of Vocational Education Groups [D]. Zhejiang: Zhejiang University of Technology. 2016.05
- [6] Jia Li. Study on the countermeasures of group education in higher vocational colleges [D]. Anhui: Anhui University. 2013.10
- [7] Jiang Huijie. Research on the Development Strategy of Vocational Education Groups Based on Community Theory [D]. Shaanxi: Shaanxi Normal University. 2013.05