

# Research on the Reform of Teaching Management in Higher Vocational Colleges from the Perspective of Industry-Education Integration

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**Abstract:** In the new era, higher vocational education must clearly define its mission to cultivate skilled professionals, thereby supplying society with a substantial talent pool while effectively supporting regional economic development. From the perspective of industry-education integration, this paper analyzes effective teaching management reform measures in higher vocational colleges, aiming to enhance the quality of talent cultivation by improving teaching management models. The study finds that teaching management reform holds significant importance. In practice, effectiveness can be improved through multiple dimensions, including defining talent development objectives, innovating teaching methods, strengthening teacher training, and refining collaborative education mechanisms.

**Keywords:** teaching management reform, industry-education integration, higher vocational colleges, reform measures

## 1. Introduction

The implementation of "industry-education integration" demonstrates the innovation and effectiveness of higher vocational education. Compared with traditional teaching models, this approach places greater emphasis on the transformation of teaching and research outcomes while focusing on cultivating students' practical abilities. In the new historical period, higher vocational colleges have increasingly prioritized the integration of quality-oriented education concepts and emphasized seamless collaboration between schools and enterprises. Against this backdrop, the "industry-education integration" model has been widely adopted. To ensure its intended outcomes, higher vocational institutions must strengthen teaching management reforms, thereby solidifying the foundation for cultivating practice-oriented professionals.

## 2. Understanding the Industry-Education Integration Model

Industry-education integration refers to a development model that closely combines industry and education. It aims to foster high-quality skilled talents who meet market demands by strengthening collaboration between enterprises and educational institutions, enabling resource sharing and complementary advantages. This model not only helps address the prevalent issue of disconnection between education and employment in society but also drives technological innovation and industrial upgrading.

Key Components of Industry-Education Integration:

(1) Co-construction of Curriculum Systems: Enterprises and institutions jointly participate in developing talent cultivation programs, adjusting teaching content based on industry needs to ensure students acquire up-to-date knowledge aligned with industry trends.

(2) Development of Practical Training Bases: Establishing laboratories or training centers on campus that simulate real work environments, along with internship positions in enterprises, provides students with hands-on opportunities to

enhance their operational skills.

(3) Building Dual-Qualified Teaching Teams: Encouraging teachers to gain practical experience through corporate placements while hiring industry experts as part-time instructors ensures that the teaching staff possesses both solid theoretical knowledge and rich practical experience.

(4) Industry-Academia-Research Collaboration: Conducting joint research projects to facilitate the transformation of scientific and technological achievements into productivity, while also providing enterprises with technical support and services.

(5) Reform of Evaluation Mechanisms: Establishing diversified talent assessment criteria that emphasize professional competencies, innovation capabilities, and problem-solving skills, in addition to traditional academic performance.

(6) Support for Innovation and Entrepreneurship: Through school-enterprise collaboration platforms, offering guidance, funding, and technical resources to students with entrepreneurial aspirations, stimulating their innovative spirit and entrepreneurial mindset.

In summary, industry-education integration represents a critical direction for modern vocational education. It emphasizes a dynamic and open collaborative process that requires concerted efforts from the government, educational institutions, enterprises, and society as a whole to achieve effective alignment between the education chain and the industrial chain.

### **3. Characteristics of Teaching Management in Higher Vocational Colleges**

Teaching management in higher vocational colleges (vocational colleges) has its unique characteristics, which reflect the particularity of vocational education and the requirements for cultivating applied and skilled talents.

#### **3.1 Practicality**

Vocational education focuses on cultivating students' practical operation abilities and vocational skills. Therefore, teaching management emphasizes the integration of theory and practice. This includes increasing the proportion of internships and training courses, establishing on-campus and off-campus training bases, and providing students with opportunities to learn and practice in real working environments through industry-education integration projects.

#### **3.2 Flexibility**

To adapt to the rapidly changing demands of the job market and technological development, the teaching plans and curriculum settings of higher vocational colleges need to maintain a certain degree of flexibility. This means being able to timely adjust professional directions and course contents according to industry needs, while also providing students with more elective courses and personalized learning paths.

#### **3.3 Service-Oriented Nature**

Under the industry-education integration model, teaching management in higher vocational colleges needs to embody a service-oriented approach, adhering to the student-centered principle of teaching management. While ensuring the smooth progress of teaching work, it should consolidate the foundation for talent cultivation. Surveys have shown that teaching management in vocational colleges should reflect humanistic care. If management is carried out rigidly without concern and service for students, the effectiveness of the entire teaching management will be greatly reduced, and students' subjective initiative and learning motivation will be diminished.

### **4. Reform Measures for Teaching Management Under Industry-Education Integration**

#### **4.1 Clarifying Talent Cultivation Goals**

In advanced industry-education integration models, the connection between industries and schools is strengthened, which helps industries play a role in talent cultivation in vocational colleges. However, in some vocational colleges, professional training goals are still formulated by the schools themselves without integrating enterprise needs, leading to a disconnect between school education and practical reality. To improve this situation and achieve efficient teaching management, vocational colleges need to clarify the new-era talent cultivation goals in teaching management reform, transform traditional educational concepts, and fully grasp enterprises' talent demands. This enables vocational colleges to timely adjust professional teaching strategies and plans, set up professional courses that match enterprises' talent needs, and achieve targeted talent output through effective measures, ensuring the synergy between vocational colleges' educational goals and industry development plans <sup>[1]</sup>. In addition, enterprises' professionals or industry experts can be

invited to participate in the design and improvement of teaching syllabuses. Leveraging their practical experience, they can innovate and optimize syllabus content. On the basis of adjusting professional teaching content, long-term cooperative relationships between enterprises and vocational colleges can be established, contributing to the healthy development of vocational education. The content and structure of talent cultivation goal formulation are shown in Table 1 below.

Table 1 Content Structure for Formulating Talent Cultivation Goals

Dimension	Main Content
Cultivation Orientation	What kind of talents to cultivate? (e.g., high-quality technical and skilled talents)
Core Competencies	Professional knowledge, skills, and vocational qualities that students should master, such as communication skills, teamwork, and problem-solving abilities.
Development Goals	Students' future career development paths and whether they have the foundation for further studies.
Comprehensive Quality Requirements	Requirements for moral character, legal awareness, professional ethics, physical and mental health, etc.

## 4.2 Innovating Teaching Methods

Against the backdrop of vocational education reform and development in the new era, innovating teaching methods has become a key means to improve teaching quality and enhance students' practical abilities and comprehensive qualities. Especially under the general trend of industry-education integration and school-enterprise collaborative education, the traditional "cramming" teaching method can no longer meet the needs of cultivating high-quality technical and skilled talents. Therefore, in the practice of teaching management reform, innovating teaching methods is a core content. Vocational colleges can promote project-based teaching methods, integrate group cooperative learning and situational creation, and optimize students' learning experience. To ensure professional teaching capabilities, vocational colleges also need to integrate various modern educational technologies to build efficient teaching classrooms <sup>[2]</sup>.

### 4.2.1 Project-Oriented Teaching Method

This method takes actual work tasks or engineering projects as carriers and carries out teaching activities around real problems. Students complete project tasks through teamwork. It emphasizes learning in real scenarios, focuses on the comprehensive application of knowledge, and mainly cultivates students' autonomous learning ability, teamwork, and problem-solving skills. For example, in the e-commerce major, an e-commerce operation project can be planned and implemented to test the learning outcomes of e-commerce students.

### 4.2.2 Task-Driven Teaching Method

This method decomposes teaching content into several specific tasks, and students can effectively master knowledge and skills in the process of completing tasks. Its advantages lie in clear teaching goals, distinct tasks, and high student participation, making it suitable for the teaching of skill-based courses. For example, in CNC machining courses, teaching can be designed to complete part programming and processing according to drawings, thereby improving teaching quality and efficiency.

### 4.2.3 Blended Teaching

By integrating online and offline teaching resources, adopting methods such as "flipped classroom" and "micro-lectures + face-to-face teaching". The teaching process is optimized. Blended teaching breaks the limitations of time and space, greatly improves learning flexibility, and better realizes personalized teaching. For example, in hotel management courses, MOOC platforms can be used to preview theoretical knowledge, giving full play to the advantages of information technology in professional teaching.

## 4.3 Strengthening Teacher Training

In the practice of teaching management reform in vocational colleges, strengthening teacher training is a crucial link. A high-quality team of "dual-qualified" teachers can not only improve classroom teaching effectiveness but also effectively align with industrial needs, cultivating technical and skilled talents that meet social demands <sup>[3]</sup>. The forms and methods of teacher training include:

(1) In-school training: Organizing special lectures, workshops, and teaching observation activities; carrying out activities such as collective lesson preparation in teaching and research sections, lesson presentation competitions, and teaching contests; guiding teachers in autonomous learning through MOOC platforms or self-built online learning resources.

(2) Off-campus studies: Encouraging teachers to participate in national and provincial vocational education teacher training programs; exchanging and learning advanced teaching management experiences at sister institutions; attending professional technical training organized by industry associations.

(3) Enterprise practice: Arranging teachers to take temporary positions or internships in cooperative enterprises; participating in practical projects such as enterprise technical research and product development; jointly developing training courses or teaching materials with enterprise engineers.

#### **4.4 Improving the Collaborative Education Mechanism**

Improving the collaborative education mechanism is an important part of scientifically implementing teaching management reform in vocational colleges from the perspective of industry-education integration. Its aim is to achieve all-round education goals and enhance talent cultivation quality through collaborative cooperation among multiple forces, including the government, schools, enterprises, industries, and society.

First, establish and improve the institutional framework. Develop regulatory documents such as the "School-Enterprise Collaboration Management Measures," "Modern Apprenticeship Implementation Plan," and "Internship and Practical Training Management System" to clarify the rights, responsibilities, and benefits of all stakeholders, ensuring standardized and institutionalized operation of collaborative education initiatives. Establish a "Professional Development Steering Committee" or "Collaborative Education Task Force" composed of representatives from government, industry, enterprises, and educational institutions. This body will facilitate enterprise participation in the entire talent cultivation process, including curriculum development, teaching implementation, internship supervision, and employment placement.

Secondly, deepen the construction of industry-education integration platforms. Build physical platforms such as industrial colleges, enterprise colleges, and vocational education groups, while promoting the construction of training bases and innovation and entrepreneurship incubation bases. In addition, advance modern apprenticeship and order-based training, implement the new training model of "enrollment equals recruitment and school-enterprise joint training", and strengthen the construction of enterprise tutor teams.

### **5. Conclusion**

To sum up, the in-depth advancement of industry-education integration has put forward new requirements for the reform of teaching management in higher vocational colleges. In order to cultivate high-quality skilled talents that meet enterprise needs, the reform of teaching management in vocational colleges needs to actively implement measures such as clarifying talent cultivation goals, innovating teaching methods, and strengthening teacher training, thereby maximizing the effectiveness of the reform of teaching management in vocational colleges.

### **References**

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