

# Exploring the Essence and Effectiveness of Dual Subject Combination from the Perspective of School-Enterprise Cooperation

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**Abstract:** It is necessary to strengthen the training of skilled and technical personnel in Vocational education, deepen the cooperation between schools and enterprises, strive to promote the effectiveness of the joint operation of dual subjects, and forcibly reverse the deep-rooted traditional concept of Vocational Education in China. Based on the perspective of school-enterprise cooperation, this paper combs and analyses the validity of the combination of "dual" subjects from the relevant literature of "dual system" in Germany, and provides some experience for the joint running of schools.

**Keywords:** School Enterprise Cooperation; Dual System; Dual Element; Vocational Colleges

In response to the trend of vocational and technical education, this article starts from the perspective of school enterprise cooperation, prepares to deeply analyze the relevant concepts of the dual system, and explores the essence and effectiveness of the dual subject combination from the perspective of the "dual system", and concludes that it is beneficial for vocational colleges in China to exert the practicality of talent cultivation through school enterprise cooperation.

## 1. Overview of Dual System and Analysis of Participants

### 1.1 Dual Overview

The term "dual" originated from Germany's "dual system" and was initially defined based on the "dual system" teaching model. Therefore, "dual" has always been defined as vocational schools and related enterprises. With the

continuous deepening of research by experts and scholars on the "dual system" teaching model in Germany, the "dual system" in the field of vocational education is no longer limited to the two main bodies of schools and enterprises, but further extends the connotation of "dual system" to a favorable connection position for joint education between vocational colleges and enterprises. The "dual" pointed out in this article focuses on explaining the two media that are conducive to the growth of vocational college students based on school enterprise joint education.

### 1.2 Overview of Dual System

In the 1920s, "vocational schools" emerged in the German education industry, leading to a series of macro top-level designs at the national level. In 1948, the German Education Commission issued the "Appraisal of Vocational Training and Vocational Schools in History and Today", which for the first time officially referred to the "dual system" education model. In 1969, the term "dual system" was further standardized and legalized in the policy documents of the Vocational Education Law. Until the 1970s, under the encouragement of the German government, the "dual system" vocational education model entered a new period of development.

The German government believes that "the fundamental reason for Germany's economic strength lies in a unified and excellent vocational education and continuing vocational education". Therefore, Germany, known as a "vocational education powerhouse", has demonstrated that the model of vocational education combined with the development of the real economy is the key to a country's innovative development elements, and has formed a dual

vocational education system based on this, which combines enterprises and schools, abbreviated as the dual system. With the gradual deepening of research on the "dual system" in Germany, many scholars have separated the main body of the "dual system", and there has been an extension of the connotation beyond the main body of schools and enterprises.

### **1.3 Analysis of Participants in Dual System - Schools and Enterprises**

School enterprise cooperation is a talent cultivation model that involves cooperation between schools and enterprises. For a long time, schools have been defined as purposeful and organized activity institutions for educators to cultivate learners, undertaking the main responsibility of teaching and educating students in schools; And enterprises are seen as profitable business institutions with typical productivity. In the current fiercely competitive environment, in order to seek its own development, schools have engaged in high cooperation with enterprises based on the practicality and effectiveness of talent cultivation, abbreviated as school enterprise cooperation.

The birth of the dual system and its functional allocation have determined the necessity and constancy of cooperation between vocational schools and educational enterprises and other vocational learning locations from the very beginning.

## **2. The Essence of "Duality" - Production and Education**

Through the implementation and gains of the dual system in Germany, scholars have been inspired to understand the cooperation between schools and enterprises. They believe that school enterprise cooperation is the fundamental concept of implementing the dual system. With the deepening of school enterprise cooperation, a dual education concept of school education and enterprise production has been formed, resulting in a teaching organization form of engineering and learning alternation, and further developing into the concept of industry education integration education. After the formation of the idea of integrating industry and education, it expanded the further understanding of dualism among Chinese scholars. On this basis, based on my own experience and from the perspective of exploring the dual system subject, the author believes that "dual" is a medium that benefits the

growth of vocational college students based on joint education between schools and enterprises.

As the name suggests, production comes from industry, and education comes from education. In the description of this article, education is more inclined towards vocational education. In the field of vocational education, the typical form of joint development between schools and enterprises in China has extended from the combination of engineering and education, to the cooperation between schools and enterprises and modern apprenticeship system. From this perspective, the institutional models of the four dimensions are all based on the most primitive form of engineering education alternation. Therefore, by analyzing the implementation subjects of the dual system, we can see the unity of production and education in enterprises and schools, and ultimately develop into the unity of vocational and educational in vocational colleges.

## **3. The Essence and Effectiveness of the Combination of "Dual" Subjects**

The exploration of dual subjects is a trend in the reform and development of vocational colleges. In order for vocational colleges to achieve full development, they must strengthen deep cooperation between schools and enterprises, explore the two media that are conducive to student development from the perspective of schools and enterprises themselves, that is, dual subjects, and explore the effectiveness of the combination of dual subjects based on the conditions of schools and enterprises. By collecting frontline teaching experience from schools and enterprises, the author has summarized a six dimensional dual subject, which includes dual subjects for schools and enterprises, dual mentors for teachers and masters, dual courses for theory and practice, dual identities for students and apprentices, dual cultures for schools and enterprises, and matching special and comprehensive abilities. The detailed content is shown in Table 1.

In response to the above content, the author will further analyze and describe it based on their own experience, providing readers with some reference and reflection.

### **3.1 Sports Professionals from both Schools and Enterprises**

In 1860, the rise of the Westernization Movement marked the beginning of China's

modern industrialization, and the emergence of national capitalism forced China to constantly seek skilled personnel. From then on, the educational concept of "integrating industry and education" began to sprout in China, marking the beginning of the implementation of school enterprise joint education measures.

**Table 1. Media Exploration of the Combination of "Dual" Subjects**

Subject 1	Subject 2	Target	Essence
school	enterprise	Dual sports enthusiasts	double element system
teacher	master	Guided by dual mentors	
theory	practice	Dual course connection	
student	apprentice	Dual identity exchange	
campus	enterprise	Dual cultural integration	
special	comprehensive	Dual capability matching	

School enterprise cooperation is an inevitable choice for the development of vocational colleges, and the joint education with schools and enterprises as the main body determines the characteristic of integrated education between schools and enterprises. Through joint education between schools and enterprises, mutual sharing of resources has become the most basic principle. Schools and enterprises work together to cultivate talents, based on two-way integration, guided by the "five connections", with resource sharing as the carrier, and starting from the common benefit point of "cultivating talents means using talents". The construction goal is to achieve "factory in school and school in school", and to achieve a synergistic integration and development effect of  $1+1>2$ . Secondly, the dual education of schools and enterprises is beneficial for enterprises to further establish training courses for enterprise oriented talents, award scholarships to enterprises, retain high skilled talents for enterprises, and make appropriate adjustments to the scarce talent positions in enterprises. Finally, introducing corporate culture into the campus encourages students to perceive the company's philosophy in advance and achieve immediate employment.

### 3.2 Guided by Dual Mentors of Teachers and Masters

The core of implementing the dual guidance of

teachers and masters lies in the cultivation of the dual cultural concept of humanistic spirit and craftsmanship spirit among students, and on this basis, mobilizing the enthusiasm of students to participate in work. From the perspective of school enterprise cooperation, implementing dual mentor guidance mainly strengthens the back and forth switching between industry terminology and professional terminology for students, ensuring that students can fully reflect the application of professional theoretical knowledge while using industry terminology to describe skills and operations.

Implementing dual mentorship between teachers and mentors can encourage vocational college students to timely switch workstations and job roles, strengthen their professional and vocational skills awareness, enrich their theoretical and skill knowledge reserves, and promote their transition from a single professional skill level to a comprehensive vocational and technical ability, thereby ensuring that students meet the required job skills under the joint guidance of teachers and mentors.

### 3.3 The Connection between Theory and Practice Courses

In 2003, Jiang Dayuan pointed out in his book "Curriculum Outlook on Vocational Education" that the ideas of "three qualities" and "three perspectives" clearly indicate the vocational attributes of vocational education curriculum. The key to vocational education curriculum reform today is not its macro structure, but whether the design and arrangement of curriculum content can break free from the barriers of the disciplinary system. The integration of theoretical and practical courses requires a better grasp of the nature of the courses. Theoretical courses can develop towards project-based tasks, while practical courses can approach systematization of work processes and competency based approaches. Based on a clear understanding of the logical relationship between theoretical and practical courses, the above curriculum reform concepts can be utilized to ensure a seamless connection between courses.

It is very necessary to ensure the connection between theoretical courses and skill courses in vocational colleges, which depends on the characteristics and nature of vocational schools. The effective connection between theoretical

and practical courses requires more emphasis on traditional learning in professional courses

### **3.4 Exchange of Dual Identities between Students and Apprentices**

From a macro perspective, the identities of students and apprentices are respectively dependent on schools and enterprises, and further form students and apprentices based on educational and production attributes. The term "apprentice" originated from the traditional apprenticeship system, with the typical feature of a master imparting experience hand in hand. To achieve the exchange of identities between students and apprentices, a role rotation centered on school enterprise cooperation should be formed. The fundamental purpose is still to expand the stability and adaptability of student job employment through cooperation between schools and enterprises.

Building a dual identity of being an enterprise apprentice and a school student requires the support of both the school and the enterprise, enabling students to learn in vocational schools as students and in enterprises as apprentices. Implementing a dual identity role exchange is beneficial for strengthening students' understanding of skill positions and promoting timely rotation of student identities in vocational colleges. Avoid problems such as long job training cycles and temporary layoffs caused by various job positions during the employment process.

### **3.5 Integration of Dual Cultures between Campus and Enterprise**

In the field of vocational education, a culture led by schools and enterprises highlights the professional qualities of a group's education. Based on my own practical experience, the author believes that the culture of vocational schools tends to be more inclined towards a teaching atmosphere with productive elements and a conceptual form with spiritual substance formed on the basis of teacher-student interaction; For enterprises, corporate culture places more emphasis on productive professional ethics or normative norms.

The vocational school culture, characterized by professionalism, practicality, and openness, has many similarities with the concept of corporate culture. As the integration point of corporate culture and school culture, a sense of belonging is oriented towards employment, constantly

strengthening students' sense of professional identity, focusing on cultivating their core professional qualities, and serving students in stable employment.

Secondly, professional cognition and skills, professional ethics and emotions, and professional psychological qualities have become important manifestations of campus culture in vocational schools. Therefore, strengthening the effective integration of dual cultures in schools and enterprises can maximize the linear improvement of students' professional quality.

### **3.6 Matching of Comprehensive and Specialized Abilities**

Based on the direction of vocational education reform and the structure of enterprise positions, the required comprehensive and specialized abilities are determined by analyzing job responsibilities and specific work tasks, forming a comprehensive ability based on student development and student expansion and development, thereby ensuring that students adhere to learning in a competency based system.

The expansion of comprehensive abilities in enterprise positions is based on students' specialized abilities, assisting in the coordinated development of general basic abilities, self-learning abilities, and self-management abilities, achieving effective synergy between comprehensive abilities and specialized abilities. Dual ability matching is the basic vocational skill for students to enter the enterprise for job operations, so dual ability plays an important role in strengthening their understanding of professional positions. Efforts should be made to strengthen the problem-solving abilities of students in their job positions and production lines, internalize their professional qualities, extend their professional image, organize comprehensive training plans, and enhance their initiative in cultivating dual abilities.

## **4. Conclusion**

This article is based on school enterprise cooperation and comprehensively analyzes the relationship between the dual system and school enterprise cooperation. Combining with the trend of vocational education reform, it explores the composition of the dual subject in six dimensions, and conducts an in-depth analysis of the essence and effectiveness of the dual subject.

This is for other readers to continue exploring on this basis, and to urgently explore conditions for the subsequent development of vocational college students.

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