Abstract: The concept of community is of great significance in guiding the innovation of the mechanism of industry-education integration, which can promote the integration of industry-education integration from "integration" to real "integration". We summarize the current situation of the development of industry-teaching integration mode through research, point out the "four deviations" in the development of industry-teaching integration, analyze the causes of deviations, and put forward the research strategy of "four synergistic" innovation mechanism for industry-teaching integration based on the concept of community, i.e., synergistic development of community planning, the synergy of community governance concept, the synergy of community multi-party educating mechanism, and the synergy of community fusion effect system, so as to establish collaborative ties, build a new form of cooperation concepts, safeguard the docking of talent supply and demand, and enhance the effect of integration of industry and education.

Keywords: community concept; integration of industry-education; collaborative development; innovation

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1 Introduction

The concept of integration of industry-education can be traced back to the "Decision of the State Council on Vigorously Developing Vocational and Technical Education" promulgated by the State Council in 1991, which mentioned "advocating the integration of industry-education and the integration of engineering", until the "Decision of the State Council on Accelerating the Development of Modern Vocational Education" in 2014, which proposed "deepen the integration of industry-education", and then on October 18, 2017, Comrade Xi Jinping pointed out in the report of the 19th National Congress that we should further deepen the integration of industry-education in China. In the same year, the General Office of the State Council issued a book entitled "Several Opinions on Deepening the Integration of Industry-Education", which for the first time specifically addresses the integration of industry-education by formulating national-level promotion policies and elevating the integration of industry-education to the level of national strategy, clearly stating that: Deepening industry-education integration and promoting the organic connection among the education chain, talent chain, industrial chain, and innovation chain is an urgent requirement for advancing the supply-side structural reform of human resources (Office of the State Council, 2017). The newly revised Law of the People's Republic of China on Vocational Education, which came into effect on May 1, 2022, proposes to improve the system of structuring the deep integration of industry-education, and further promote the construction of the integration community of industry-education (The Eighth National People's Congress Standing Committee, 2022).

Industry-education integration is the organic combination of production and education, thus organically coordinating and integrating the two modules of production practice and theoretical teaching. One of the origins of the educational model is the German "dual system" vocational education model, which requires students to learn theoretical knowledge in school and internship in a company so that students can better combine learning with practice. Industry-education integration is a dual system talent training mode, which organically combines production and education so that students' theoretical knowledge learning and enterprises' production practice can be effectively integrated" (Wang, 2021). Industry-education integration is the organic combination of production and education, thus organically coordinating and integrating the two modules of production practice and theoretical teaching (Wang, 2021). Deepening the integration of industry-education is an important initiative for institutions to implement the strategy of strengthening the country with talents, improving the quality of human resources, and expanding employment and entrepreneurship while building a platform for synergy and mutual promotion among the government, enterprises, schools, and students (Dou, 2018).

The concept of "community" is the basic theory of community, and "community" is essentially a collection of individual interests into overall interests, where stakeholders are closely connected and share the honor and disgrace. In the field of education, the community concept emphasizes cooperation, synergy, and joint learning among schools, teachers, students, families, and communities to form an educational community. The community concept can provide theoretical support and operational guidance for the integration of industry-education, promote win-win cooperation, and establish a close connection between education and industry. Learning and applying the idea of community can provide a solid theoretical foundation, a new way of thinking, an effective path and method, and a clear subject of responsibility and main responsibility for the integration of industry-education and school-enterprise cooperation.
Based on the concept of community, Xu (2021) promotes the construction of the community of integration of industry-education, helping participating multiple subjects accumulate relevant information and resources, and share and expand these information resources to improve the scale benefits of the community. The integration of industry-education under the concept of community is a diversified and comprehensive organic integration integrating the four main subjects: school, students, enterprises, and government. The research on the innovation of the mechanism of integration of industry-education based on the community theory is a useful attempt to promote the deep integration of industry-education and improve the sense of community in the new era.

Whether the organic linkage can be formed among the four subjects will not only restrict the value creation of each subject in the process of integration of industry-education but also have a direct impact on the cultivation of educational talents (Li & Xie, 2022). The integration of industry-education means a deeper and greater intersection between industry-education, from "you have me, I have you" to "you are me, I am you" (Liu, 2018). However, there are many deviations in the current integration mechanism of industry-education in practice, such as positioning, concept recognition, and effect detection.

To solve these deviations, we research and explore the innovation of diversified integration mechanisms of industry-education, to propose various effective synergistic measures.

2 Analysis of the problems of the integration mechanism of industry-education

China has promulgated a series of policies and regulations to promote the development of the integration of industry-education, but still, there are some problems in the orientation, concept, cultivation, and detection effect links, the reason is that the concept of community is not followed among all parties, from the reality and theoretical exploration, for example, the synergy between the two types of organizations of universities and enterprises in the process of education has always lacked theoretical guidance and effective practical paths (Ji & Dai, 2023), the implementation process of most institutions still have a lack of quality resources, professional settings follow the market, the evaluation system is relatively lagging (Zhou et al., 2022), these aspects of the problems need to be improved. Combined with the actual needs of China's economic and social development and the actual situation of the integration mechanism of industry-education, we explore the problems of the integration mechanism of industry-education, which we summarize as "four deviations", and analyze the reasons why the concept of community in the process of integration of industry-education is difficult to appear. The relationship between the "four deviations" and the consequences of the problems is shown in Figure 1. The problem and consequences of the "four deviations"
Figure 1 below.

2.1 Deviated positioning of community belonging and lack of substantive subject status

Enterprises, schools, governments, and students are all participants, collaborators, and beneficiaries of the integration of industry-education, and one of the four subjects is missing, and the status of substantive subjects of each party should be prominent. However, the first starting point for most enterprises to participate in the integration of industry-education is to obtain benefits, and profit maximization is the goal of enterprises, and how to achieve profit maximization is the core issue of enterprise values. The results of the integration of industry-education have a long effect cycle, and enterprises cannot see obvious economic benefits in the short term, which leads to the lack of driving force and sense of community, and the phenomenon of impatience and quick success, making enterprises reluctant to truly integrate into the community of integration of industry-education, and the lack of a sense of belonging leads to the failure of enterprises to position themselves in the process of integration of industry-education, ignoring their substantive subject status.

At the same time, there are still many schools that are accustomed to the long-standing closed teaching system, confined to the development of self-loop, and have a superficial understanding of the policy of integration of industry-education, believing that integration of industry-education is only the work of vocational colleges and universities, not understanding that under the current employment trend and economic environment as well as the background of new engineering, undergraduate colleges, and universities can also take the new road of integration of industry-education development. The weak sense of belonging to the university community and the failure of positioning have caused the consequences that the types of schools participating in the integration of industry-education are limited and the scope of participating objects is not broad enough. Students also do not realize that they are the biggest beneficiaries of the integration of industry-education and school-enterprise cooperation, and do not understand the real meaning of the integration of industry-education. They think that they enter the enterprises only to complete the practical tasks set by the schools, and most of the theoretical knowledge learned by students is difficult to be transformed into practical results in a short time, and students will only find it difficult to adapt in the enterprises, which leads to students' fear of participating in the integration of industry-education and their participation The enthusiasm of students to participate in the integration of industry-education decreases. The government mainly formulates laws and regulations to support the integration of industry-education, but the government does not have a clear position in the construction of the community, ignores its guiding role, and only directly forwards national policies, without introducing relevant policies according to the actual characteristics of the region, leading to the phenomenon of "central government is hot, local government is cold" two skins, without the formation of a coherent situation (Liu, 2021).

2.2 Weak cognitive bias of community cooperation concept and win-win mechanism of multiple subjects

The process of industry-education integration cooperation is a powerful practical process to achieve a win-win situation for multiple interests and break down the barriers and boundaries between various subjects, which not only meets the development needs of the market economy, but also accelerates the process of government-promoting economic transformation and upgrading, upgrading and transformation of various enterprises, and schools continuously training talents. Although the concept of industry-education integration is currently accepted by many enterprises and colleges and universities, there are deviations in the understanding of the concept of
cooperation among the subjects for the integration of industry-education community, which leads to a weakened win-win cooperation mechanism for multiple subjects and a lack of systematic cooperative governance mechanism, making it difficult to form a community of interests and value sharing system.

For enterprises, the period that enterprises pay in the process of integration of industry-education is long, the foundation of mutual benefit and win-win is weak, and the problems of enterprises' integration not being deep and cooperation not lasting are becoming increasingly obvious with the accumulation of time. To preserve their development, enterprises are not willing to spend too many resources and costs on the integration of industry-education, and the concept of cooperation under the concept of community is difficult to form. From the perspective of the long-term development of enterprises, if enterprises do not take the concept of community cooperation permeated in the integration of industry-education, school-enterprise cooperation, and service to society as one of the core values for development and progress, it is difficult to find their unique core competitiveness in the fierce market competition, and the long-term benefits will be greatly reduced, which is unfavorable to the long-term development of enterprises.

Institutions will pay more attention to the cooperation of large enterprises and ignore the cooperation of small enterprises. This one-sided view leads to the cognitive bias of the school's cooperation concept, which will put the enterprises in a desperate situation and is not conducive to the long-term development of the school and will also lead to students' prejudice against small enterprises, the "double standard" view of career level and being fastidious but incompetent after graduation, and weaken the win-win mechanism. Secondly, some colleges and universities only consider the integration of industry-education as a way to solve students' internship and employment problems, but they do not understand that the integration of industry-education requires the joint efforts of multiple parties, and the community concept is difficult to realize. In the process of promoting the integration of industry-education, the government assumes the role of "supervisor" and does not guide various departments to work together, but only follows a mechanical and rigid management mechanism after the national policy has been issued, and does not formulate incentive protection evaluation strategies and give appropriate governance authority to other subjects, resulting in the cognitive bias of the government's cooperation concept. In the process of cooperation, enterprises fail to take the initiative to build the cooperation system of the community of integration of industry-education with the active participation of all parties, fail to truly interpret the various policy documents promulgated by the state on the integration of industry-education, and fail to clarify their responsibilities and roles.

2.3 Deviation of the community talent training process, failure to match the supply side of talent with the demand side

Chinese education is placing more and more emphasis on the practical skills that students need to have in the socialization process and on the problem-solving skills that students need when facing complex social environments (Chen, 2023). Based on the community concept of talent training, schools deliver the talents needed by enterprises, enterprises then provide students with diverse practice platforms, and the government builds a technical platform for the delivery of talent between schools and enterprises, so the goal of training talents in schools should correspond to the requirements of the talents needed by enterprises, and the government should take the initiative to integrate into the talent training program, vigorously implement national policies related to the promotion of the integration of industry-education, and promote the organic connection between the education chain, the Talent chain and industry chain,
innovation chain organic convergence, the efficacy of docking talent training and industry-education integration docking (Wang et al., 2019).

In the process of industry-education integration talent training, the government and enterprises’ demand for talents and school education and training programs fit less, favoring the revision of school talent training programs as the school's work (Shi & Luo, 2022), industry and curriculum teaching system is not closely enough connected, and even disconnected situations occur, while the method of promoting industry-education integration is mechanical, and students' practical ability and technical ability are not high, which eventually leads to students' induction into enterprises after The students are not competent to work in enterprises. As the government tends to emphasize the "output-oriented" talent cultivation model, it pays too much attention to the immediate benefits and overemphasizes the application ability of students while neglecting the accumulation of students' professional theoretical knowledge. In the actual process of implementing the integration of industry-education, schools do not strictly follow the goals set for the cultivation of students, and many of the jointly set cultivation goals are not implemented in practice, which makes it difficult to implement the mechanism of integration of industry-education, resulting in a disconnect between the cultivation of talents in schools and the needs of enterprises. The main reason is the deviation of the community talent training process, which causes the failure of the docking between the talent supply side and the demand side.

2.4 Community integration effect detection bias, difficult to implement the effect of integration of industry-education

The integration mechanism of industry-education integration is not ideal due to the lack of sufficient theory to support the practice, and the testing of the integration effect is not ideal. At present, although the government actively responds to the call of the state and promulgates policy documents related to the integration of industry-education, there is a lack of well-defined policy implementation standards in the process of implementation, and the implementation details of related rewards and penalties as well as policy documents are not perfect, and the policy and system of integration of industry-education lack operability and management system is not perfect. However, the lack of effective theoretical guidance, relevant system innovation, policy guidance, and financial support has led to insufficient motivation for reform and development of institutions, and enterprises only participate in the cooperation for the sake of obtaining students' labor force, with insufficient responsibility (Tian, 2022), the theoretical "government sets the stage, enterprises make the questions, universities sing, and the results of "joint construction and sharing" are not fully realized, The number of enterprises and universities participating in the integration of industry-education has not increased significantly, and the implementation of the effect of integration of industry-education is still facing various difficulties and challenges. At the same time, the quality of talent training in China is always controversial and questionable, which also shows that the current student evaluation and training mechanism still needs to be improved (Wei, 2019). It can be seen that the development of the realization of the integration of industry-education still needs a lot of theoretical guidance to implement the results of the integration of industry-education.

3 Research on the innovation mechanism of industry-education integration mechanism

Deepening the integration of industry-education is a complex system process, and how to innovate diversified and deep integration methods based on the community theory has become a topic that must be cracked for the development of the integration of industry-education. From a certain practical point
of view, combined with the actual needs of China's economic and social development and the actual situation of the integration mechanism of industry-education, under the influence of the community theory, the interests of each subject are closely related and closely connected, so it is necessary to find out the causes of the "four deviations" of the integration mechanism of industry-education, to prescribe the right remedy to realize the "four synergies". The synergistic relationship among the subjects is shown in Figure 2 below.

3.1 Community positioning planning synergy, building collaborative bonds among subjects

The integration of industry-education will take schools as the main carrier, and enterprises, government, and students as important participants in the integration of industry-education, and transform the concept of community into real and visible results, to improve the sense of belonging of each subject to participate in the process of integration of industry-education, reduce the limitations of cooperation between enterprises and schools, and to make it clear that the type of school participation is not limited to vocational colleges and universities, and promote the synchronous planning and development of all kinds of enterprises and schools. First of all, it is necessary to awaken the sense of community and remember the shared responsibility and value consensus of the integration of industry-education, and at the same time, it is necessary to strengthen the community thinking and broaden the integration objects and practice ways.

3.1.1 Awakening the sense of community, remembering the shared responsibility and value consensus

The construction and development of the collaborative mechanism of planning and development of the integration of industry-education based on the concept of the community require a strong sense of community among all subjects, based on and premised on benign interaction among all subjects, awakening the sense of interaction among all participating subjects, and establishing collaborative ties among all subjects (He & Ji, 2021). Under the guidance of the concept of community, the government has issued policies to encourage all subjects to build a resource-sharing platform for synchronous planning and development, and to eliminate the phenomenon of resource segregation and "sweeping snow in front of each door"; to clarify the "responsibilities, powers and interests" of participating subjects, and to fulfill the obligations of each subject. The responsibility, power, and interest of the participating subjects are clearly defined, and each subject fulfills its obligations, protects the common interests from being damaged, and avoids the phenomenon that any party pursues its interests excessively. Driven by the sense of community, each subject keeps in mind the sense of shared responsibility and value consensus of the integration of industry-education, to realize the joint discussion and construction of the process of integration of industry-education and the sharing of resources and benefits among all subjects. For
example, a responsibility-sharing and benefit-sharing system can be established based on the concept of community to help participating subjects find common excitement, stabilize the construction chassis of relevant laws and regulations, and enhance the binding force and feasibility of relevant policies and provisions, so that the central and local governments can form a coherent up-and-down posture.

3.1.2 Strengthen community thinking, broaden the integration of objects, and practice

The construction and development of the collaborative mechanism of the planning and development of the integration of industry-education based on the concept of community requires all the subjects to strengthen community thinking, and the diversity of the participating objects leads to differences in the understanding of the concept of community among the parties. To strengthen community thinking, it is necessary to deeply connect all subjects, urge the government to convey the correct concept of joint development of integration of industry-education, regulate the type and scope of participation of each subject, and broaden the objects and practical ways of integration of industry-education; improve the standard of cooperative behavior of each subject and establish a good cooperative mentality; prompt enterprises to generate endogenous driving force, from superficial "integration" Only when enterprises take the integration of industry-education, school-enterprise cooperation and service to society as one of the core values for development and progress, they can find their unique core competitiveness in the fierce market competition; help schools abandon their closed-mindedness, so that students can realize that they are the biggest beneficiary of the integration of industry-education. For example, the Rui’an Graduate School of Wenzhou University introduces high-quality counterpart enterprises and excellent graduate talents with the support of the government, which reflects the strengthening of community thinking in the process of integration of industry-education. The government needs good assistants, enterprises need platforms to introduce, and participating schools should not be confined to a single type of vocational school, through which students can develop their horizons and guide each subject to correctly understand the concept of community.

3.2 Community governance concept synergy, building a new form of cooperation concept

In the process of increasing development, the integration of industry-education has gradually demonstrated its importance in advancing the government's economic transformation and upgrading, enhancing the competitiveness of enterprises and institutions, and cultivating students' theoretical and practical abilities. However, there is inevitably a deviation due to the perception of each subject on the concept of cooperation. To avoid this bias and reflect the effectiveness of the community win-win mechanism, the participating subjects need to jointly create a cooperative governance mechanism and improve the management mechanism of the integration of industry-education to ensure that the integration of industry-education can proceed normally and maximize public interests.

3.2.1 Create cooperative governance mechanisms and build a shared and integrated development model

Cooperative governance is one of the initiatives to maximize the benefits among the subjects. The contradiction between the value pursuit and interest orientation of each subject of governance has always been a major obstacle on the way to the real integration of industry-education. A cooperative governance mechanism can play the role of check and balance in the community organization, which can make all the parties take a long view for the long-term interests. The government, as the leading party of cooperative governance, needs to regulate itself in the process of conflicting interests, not only to combat the problem of enterprises not responding to the call
of institutions to integrate industry-education, but also to rectify the phenomenon that schools and students "double standard" view large and small enterprises; enterprises and schools play the role of implementers in the process of cooperative governance, providing abundant The interests of students in the collaborative mechanism are always the basic starting point of collaborative governance. This means that all parties should deeply integrate, establish a collective belief, a sense of value, and institutional norms (Wang & Zhao, 2014), and follow the needs of the times for reform and innovation. It is necessary to create mechanisms for each subject to carry out cooperative governance, improve the coordination mechanism for the conflict of interests in the integration of industry-education, develop service guarantee mechanisms, break through the traditional benefit distribution model, and promote the long-term and orderly development of the integration of industry-education based on the community concept, which is conducive to promoting the fair distribution of responsibilities, rights, and interests of all parties in the integration of industry-education under the community concept.

3.2.2 Develop incentive protection evaluation strategies, enhance participation and cooperation effectiveness

To effectively establish a cooperative governance mechanism and implement the community concept, the government should play the role of a guide and provide the necessary financial incentives and policy protection to the schools as well as enterprises that carry out the integration of industry-education to protect the basic interests of schools and enterprises. Local governments can also give schools and enterprises appropriate subsidies and incentives for joint enrollment to increase the willingness of enterprises to better cooperate with institutions. As a "middleman", the government should take the initiative to develop assessment and incentive strategies to evaluate enterprises and schools, and then participate in the integration of education and industry after the enterprises and schools have passed the government's assessment, which can help enterprises and schools to improve their visibility and increase the enthusiasm of each subject to participate.

3.3 Community multi-nurturing mechanism synergy, to ensure that the supply of talent and demand dovetail

To be able to collaborate well with the multi-party education mechanism, i.e. the government's improvement of the talent system, enterprises' and schools' requirements for talent, students' plans for their future development, and to avoid the technical talents cultivated by schools do not meet the real needs of enterprises and affect the economic benefits of enterprises, all parties should adhere to the community concept as the leader, take students as the center, take the needs of schools and enterprises as the guide, closely contact the government economic development needs, integrate the resources of all parties, create a synergistic development between the supply side of talents and the demand side, and establish a collaborative education mechanism at the levels of professional settings, curriculum contents, and practice platforms.

3.3.1 Docking professional settings and enterprise needs, significant talent training effect

To solve the deviation of the talent cultivation process, first of all, we need to realize the docking between professional setting and enterprise demand, so that the effect of talent cultivation is obvious. Institutions need to improve the scale and structure of majors based on the original majors, according to the demand of government and enterprises for talents, so that the setting of majors can be more scientific and keep up with the times. In turn, the founding of enterprises can also rely on professional founding enterprises, set up enterprises based on professionals, and run good enterprises to promote professionalism. Institutions can rely on first-class majors to actively
dock with enterprises, actively establish corresponding school-run enterprises, and promote professional construction with enterprise development; the government then makes relevant incentive policies to promote the formation of a virtuous cycle of "promoting production with education and raising education with production", successfully docking the industrial and professional chains between institutions and enterprises, and ensuring the coordination between the professional layout of institutions and The coordination between the professional layout of institutions and the industrial chain is ensured. From the perspective of community theory, we set up professional clusters with high matching and coordination with the talents required by enterprises, adjust the professional layout to reflect long-term development and sustainable development, create a good atmosphere for the integration of education and industry, help students integrate into enterprises more quickly, and promote the economic development of local governments and the multiple synergies of talent training goals.

3.3.2 Docking course content and career needs, improve the practical level of talents

The docking between relevant course content and vocational needs is also very important. At present, most of the curricula of institutions are based on theoretical courses, and students have little time and opportunities for practice, which makes it difficult for students to grasp the ability to work hands-on. The school should follow the multi-nursery training objectives in the curriculum, and enterprises can participate in the process of training talents in colleges and universities, develop training programs and syllabuses that penetrate the interests of the community according to the development needs of enterprises, and set up corresponding practical training courses, to maximize the distance between the supply side of talent training in colleges and universities and the demand side of enterprises for technical talents. Institutions should join hands with enterprises to teach theoretical knowledge and then fully integrate the government's needs and match courses according to different majors to improve students' practical skills.

3.3.3 Collaborate with internal and external practice education platforms and enrich the practice opportunities for talents

Avoiding the "industry-application disconnect" means that students should be familiar with the knowledge related to enterprise technology while ensuring the learning of basic professional knowledge. According to the relevance of the profession and enterprises, schools can build off-campus practice bases and on-campus practice teaching platform centers or professional training bases in cooperation with enterprises with the support of government policies and funds according to the characteristics of their disciplines and professions, and at the same time, they can make the government implement the policy of "attracting schools into enterprises and enterprises into schools". For example, schools can provide classrooms and students, enterprises provide equipment and technicians, and uphold the principle of cooperation and joint construction, benefit sharing and resource sharing, through the combination of internal and external learning and practical training, standardize the implementation standards of the practical teaching aspects of each major, not only to deepen students' understanding of basic theoretical knowledge, but also to cultivate students' practical and innovative abilities, and to meet the actual needs of enterprises for employees. It can meet the actual needs of enterprises for employees and at the same time, create a common practical education platform for schools and enterprises.

According to the list of typical cases of school-enterprise cooperation in the integration of industry-education in 2021 published by the China Education Development Strategy Society, typical cases at each of these three levels were selected, as shown in Table 1 below.
Table 1: Typical cases at the setting level of "major, course and practice platform"

<table>
<thead>
<tr>
<th>Level</th>
<th>Reporting unit</th>
<th>Case Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional setting level</td>
<td>Beijing Polytechnic</td>
<td>Diversified collaboration, five-in-one to build the automobile manufacturing and assembly technology professional group</td>
</tr>
<tr>
<td>Curriculum setting level</td>
<td>UESTC Science Park Education Center</td>
<td>New mode applied business talent training of UESTC Science Park Education and &quot;wajihah&quot; cooperation-Take &quot;Business experimental class&quot; as an example</td>
</tr>
<tr>
<td>Practice platform level</td>
<td>Shanghai DianJi University</td>
<td>To build a platform for the integration of abortion education in Shanghai Lingang New Area accurately cultivate first-class applied talents in the advanced equipment manufacturing industry</td>
</tr>
</tbody>
</table>

3.4 Community integration effect system synergy, and enhance the effect of integration of industry-education

To fully implement the results of the integration of industry-education, solve the deviation between theory and practice in the process of the integration of industry-education, and realize the synergy of the integration effect system, it is necessary to innovate on the existing policies and systems, strengthen the binding and incentive of relevant policies, and solidify the basic guarantee of the integration of industry-education.

3.4.1 Formulate rules to regulate the behavior of all parties and improve the enthusiasm of participating parties

The construction and development of the organizations of each subject under the synergistic mechanism of industry-education integration based on the concept of the community rely on the implementation standards of integration policies, relevant incentives and penalties, and the implementation rules of policy documents formulated by the government; the correct rules of the space and scope of industry-education integration between enterprises and schools are jointly stipulated to effectively avoid the irregularity of the behavior of multiple subjects based on the concept of community. According to the responsibilities and rights of each party, the government formulates relevant implementation standards and management systems, specifies relevant incentives, and improves the motivation of the participants, so that the behavior of the subjects can comply with social norms, enjoy their rights while taking responsibility, abide by the system of common development, and always maintain the consistency of goals. At the same time, deepening the integration of mainstream social values into the education and teaching of students' vocational rules and regulations courses is of great significance to students' understanding of themselves and the establishment of a correct outlook on their careers (Li & Pan, 2022).

3.4.2 Clarify the system of joint training for childbirth students and improve the overall capacity of student sources

The enrollment work under the community concept needs to be reformed in multiple ways and types. The government should consider from multiple perspectives and develop an enrollment system based on joint training of schools and enterprises, fully reflecting the demand for talents from schools and enterprises, broadening the enrollment channels of schools, improving the quality of student sources, and providing enterprises with the guarantee of talent resources. Schools and enterprises should focus on reaching a consensus on the enrollment process and jointly conduct enrollment; the enrollment mode of "dual role interview" can be adopted, i.e., candidates have dual identities of students and employees after passing the examination and interview, to reduce the pressure of enterprise recruitment and also leave professional talents for enterprises to enhance the participation enthusiasm and cooperation effectiveness of each subject; the "dual teacher system" can be
implemented. The implementation of the "dual-teacher teaching" mode, that is, enterprises invite teachers to learn professional technical and practical knowledge, to establish an excellent "dual-teacher" team, to provide "dual-teacher teaching" to students "(Zhang, 2019), improve students' theoretical and practical skills, help students to complete a seamless learning and working process after entering the enterprise, and encourage institutions to actively attract enterprises to actively participate in the integration and change their mindset by improving the overall ability of student sources, and jointly recruit students with schools to feed the education industry (Liu, 2019).

3.4.3 The prerequisites for the construction of a multi-permeable assessment and evaluation training system and the implementation of integration effects

Under the guidance of the new round of teaching reform and community concept, the assessment and evaluation of students and the training system also need the participation of all parties. In terms of assessment and evaluation, we can establish a "dual certification" course assessment and evaluation system. The assessment and evaluation of "dual certification" courses refer to the implementation of graduation inspection and vocational qualification inspection system after passing the school system and without extending the school year, and students receive graduation certificates and vocational qualification certificates after graduation. The vocational qualification certificate is a "brick" for students to engage in related work, and the assessment of "dual certification" can put the foundation of the effect of integration of industry-education in place, which is not only a proof of students' operation practice but also a security guarantee for enterprises to employ.

While the evaluation system is established, the training before entering the job is a key step to ensure that students can adapt to the actual work, enterprises can join hands with schools, with the support of government funds and policies, can provide pre-job training for students. Training can be in the form of a "teacher-apprentice system", pairing students with older employees for counseling; it can also be taken to centralize training for the same group of new employees, which is more convenient and shorter training time, enterprises should not only provide pre-job training before students start work, but also need to select and send outstanding employees into the classroom of the institution before that to provide students with School and work bridging training, in a variety of training modes can not only implement the prerequisites for good integration of industry-education good results but also reflect the training system of multiple penetrations.

4 Summary

Deepening the integration of industry-education, and strengthening the cooperation between schools and enterprises, the integration of industry-education based on community theory reflects the vivid practice of the idea of a community of destiny in the field of integration of industry-education, exploring the problems of the mechanism of integration of industry-education, putting forward the "four deviations", analyzing the causes of the problems and proposing the "four synergies" to solve the problems. "The innovation mechanism research strategy of universities and enterprises should seize the good opportunity in the new development road of the integration of industry-education, take the initiative to participate in it, improve the sense of participation and belonging, to form a positive interaction and realize the new pattern of common development. Understanding the community theory and sustainable development theory, clarifying the responsibilities, rights enjoyed and obligations to be fulfilled by both universities and enterprises in the integration of industry-education, and enhancing the motivation of education reform to cope with new challenges and dilemmas in the new environment of high-quality and high-speed development.
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