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# Research on the Five-Dimensional Driven Collaborative Education Model of "Politics, Industry, Education, Research and Application" in Undergraduate Vocational Education Pilot Schools

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***Abstract***: In the undergraduate-level vocational education pilot schools, how to improve the quality of education has become one of the important starting points for various tasks. The application of the five-dimensional driving collaborative education model of "government-industry-university-research" can improve the quality of school personnel training, increase the internal innovation vitality of the enterprise, and promote the healthy development of the regional economy. This article mainly focuses on the "connotation of the five-dimensional driving collaborative education model for government, industry, university and research", "the advantages of the five-dimensional driving collaborative education model for government, industry, university and research", and "the five-dimensional driving collaboration of government, industry, university and research for undergraduate vocational education pilot schools" The discussion on the construction of education model, focusing on the analysis of the five-dimensional driving collaborative education model of "government, industry, education, research and application", hoping to combine different subjects, broaden education channels, extend education space, and create more for students Abundant learning opportunities and exercise opportunities.

***Keywords***: Undergraduate Level; Vocational Education; Pilot School; Government, Industry, University, Research and application; Collaborative Education

At this stage, in the undergraduate-level vocational education pilot schools, some teachers are eager to reform the talent training mechanism, but they cannot find a breakthrough and do not know how to effectively advance the reform work. The emergence of the five-dimensional driving collaborative education model of "government-industry-university-research" has brought a lot of inspiration to relevant teachers. Teachers no longer rely solely on school resources and school allocation, but actively seek support from external forces. In this process, teachers not only bring new experiences and new harvests to students, but also new insights and new experiences for themselves. It can be said that the successful application of the five-dimensional driving collaborative education model of "government-industry-university-research" has profoundly affected different participants such as students, teachers, and enterprises.

## 1. The connotation of the five-dimensional driving collaborative education model of "government, industry, university, research and application"

"Politics, industry, education, research and application" refers to the establishment of diversified cooperative relations among different entities such as the government, enterprises, schools, and scientific research units. Based on this cooperative relationship, the five-dimensional driving collaborative education effect can be better realized. At present, in the "government-industry-university-research-application" five-dimensional-driven collaborative education model, different participants play different roles. "Politics" emphasizes the government's macro-control and guidance. "Industry" focuses on enterprise cooperation, enterprise support, and the operation of the combination of government and en-



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terprise, and the combination of school and enterprise. “Learning” mainly refers to the functions of education, teaching, management and education played by the school. “Research” focuses on the research resources and human resources of scientific research units [1]. “Use” refers to a practical application, emphasizing the deployment of work in different links such as “politics”, “production”, “learning”, and “research”, all of which must generate actual application value and meet actual application requirements.

In the undergraduate-level vocational education pilot schools, both school leaders and frontline faculty and staff have paid special attention to the talent training mechanism, hoping to focus on the new situation, highlight the individual advantages of students from different dimensions, and cultivate comprehensive development talents. The construction of a five-dimensional driving collaborative education model of “government-industry-university-research” can coordinate all advantageous resources within a stable mechanism, strengthen the quality of the school’s physical education, and promote the continuous progress of undergraduate-level vocational education [2].

## 2. The advantages of the five-dimensional driving collaborative education model of “government, industry, university, research and application”

### 2.1 Improve the quality of school talent training

After the application of the “government, industry, university, research and application” five-dimensional driving collaborative education model, the school’s overall strength can be enhanced, and it can help the school achieve its talent training goals in the new era. Specifically, through the “government-industry-university-research-application” model, schools can introduce superior resources from companies, scientific research units, and other subjects, such as cases, data, scientific research projects, etc., to lead students to watch, listen, and practice more, and improve Comprehensive ability of students. In addition, based on the “government-industry-university-research” model, schools can provide more independent learning and team research and development opportunities, allowing students to bid farewell to the psychology of over-reliance on teachers and begin to show their personal characteristics .

### 2.2 Increase the internal innovation vitality of the enterprise

With the help of the “government, industry, university, research and application” five-dimensional driving collaborative education model, companies can participate in school education and get innovative inspiration from it. On the one hand, through the “government-industry-university-research and application” model, companies can absorb some students in school, and let these students participate in front-line work through internships and practical training, so as to relieve the pressure of “difficult recruitment” of companies and give companies more energy Carry out innovative ideas and innovative layouts; on the other hand, in the “government-industry-university-research-application” model, students can get out of textbooks, experience the operating rules of each enterprise firsthand, and put forward some reasonable suggestions from the perspective of young people . These suggestions may not be very mature, but they are full of innovation and vitality and can bring new inspiration to the enterprise.

### 2.3 Promote the healthy development of the regional economy

Under the influence of the five-dimensional driving collaborative education model of “government, industry, university, research and application”, the regional economy can usher in better development. For example, by using the “government-industry-university-research-application” model, enterprises, schools, scientific research units, etc. can form a powerful synergy to jointly develop new projects. The emergence of these new projects can not only strengthen the cultivation of talents, but also bring opportunities to attract investment and promote the vigorous development of the regional economy. For another example, based on the “government-industry-university-research-application” model, the government will propose more supportive policies to help local enterprises and local schools to create an open and harmonious environment for them . Such a development environment can further stabilize enterprises, attract talents, and promote the healthy development of the regional economy.

## 3. Undergraduate level vocational education pilot school “government, industry, education, research and application” five-dimensional drive collaborative education model construction

### 3.1 Take “government, industry, university, research and application” as the guide and give

### play to the guiding role of the government

In the "government-industry-university-research-application" five-dimensional-driven collaborative education model, the government can play an active guiding role. Specifically, the government can support different entities such as schools, enterprises, and scientific research institutions in terms of policies, encourage these entities to conduct friendly communication and in-depth cooperation, and jointly build a collaborative education mechanism . In order to allow interested parties to participate in one after another, the government can collect detailed data and information of various regions, make overall arrangements on a macro level, and expand the scope of multi-agent cooperation. In addition, the government can also strengthen investment and subsidies in the "Innovation and Entrepreneurship Fund" based on local conditions, support schools, enterprises, scientific research institutions and other entities to actively innovate and cultivate a large number of innovative talents.

### 3.2 Combining the "government, industry, university, research and application" model to highlight the value of corporate participation

Combining the characteristics of the five-dimensional driving collaborative education model of "government-industry-university-research and application", enterprises are one of the important subjects, and their participation value must be fully highlighted. On the one hand, deepen the school-enterprise cooperation mechanism. Guided by the "government-industry-university-research" model, enterprises are invited to participate in school education, respect the interests of enterprises, and allow enterprises to be result-oriented, provide students with high-quality internship training opportunities, and achieve win-win goals for enterprises and schools; On the one hand, improve the production, education and research mechanism. Under the guidance of the "government-industry-university-research" model, the school should support the development of enterprises, give them more opportunities to lead, and allow enterprise resources, enterprise management experience, and enterprise teams to play their due role to truly create an integrated structure of industry, education and research .

### 3.3 Based on the goal of "government, industry, education, research and application", build a shared education platform

Based on the goal of "government, industry, education, research and application", various subjects can unite to build a shared education platform. For example, establish an "online communication platform for government-industry-university-research and research" to enhance communication among students, corporate employees, and scientific research workers, so that they can feed back and discuss problems as soon as possible, and, with mutual assistance, solve difficult problems in a timely manner . For another example, the establishment of a "political, industry, academic, research and practical training studio", the company is responsible for providing tasks, the government is responsible for coordinating various tasks, and schools and scientific research units are mainly responsible for completing the tasks.

## 4. Conclusion

In the undergraduate-level vocational education pilot schools, in order to better highlight the advantages of the "government-industry-university-research-application" model, relevant entities must continue to practice and explore. Specifically: (1) Guided by "government, industry, university, research and application", give play to the guiding role of the government; (2) combine the "government, industry, university, research and application" model to highlight the value of corporate participation; (3) base on the goal of "government, industry, education, research and application" , To build a shared education platform. In addition, school teachers should pay attention to new policies, grasp new trends, and convey forward-looking educational content.

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