CASE STUDY OF EDUCATION AND LOCAL ECONOMIC DEVELOPMENT
—— TAKES LINCANG AREA AS AN EXAMPLE

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This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in International Business Management

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Declaration

I, ZI GUORUI, hereby certify that the work embodied in this independent study entitled "CASE STUDY OF EDUCATION AND LOCAL ECONOMIC DEVELOPMENT----TAKES LINCANG AREA AS AN EXAMPLE" is result of original research and has not been submitted for a higher degree to any other university or institution.

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May 20, 2023

Abstract

Title: Case Study of Education and Local Economic Development —— Takes Lincang Area as an Example
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Talents play a crucial role in the development of local economies, directly impacting the extent of economic progress. The swift expansion of higher vocational education in China has furnished the nation with a considerable number of high-quality, high-tech, and skilled individuals. The advancement of higher vocational education institutions heavily relies on the support of local economies. Consequently, merging higher education with local economic development, mitigating the scarcity of high-tech and skilled talents in local economic growth through enhanced institutional levels, and attaining harmonious and sustainable development between vocational colleges and local economies, has emerged as a pressing issue in the evolution of vocational colleges.

This paper takes the Lincang region as a case study, examining the influence of education on local economic development, aimed at presenting effective recommendations for cultivating specialized talents in regional economic advancement through higher education. Currently, there is a dearth of empirical case studies regarding the impact of higher vocational education on local economic development. Hence, this article outlines the following research objectives: 1. to assess the present state of education's impact on local economic development in the Lincang region. 2. to analyze the challenges within education and local economic development in the Lincang region. 3. to propose suggestions for the collaborative development of education and the local economy in the Lincang region to nurture professional talent.

The research methodology adopted in this paper is literature-based. Using Dianxi Normal University of Science and Technology as a case study, the research reveals a close interplay and mutual promotion between education and local economic development. The low compatibility between talent cultivation models and the requirements of enterprises in Lincang City has resulted in low employment rates for students. Furthermore, the disconnect between university majors and regional economic development in Lincang City has led to a lack of alignment with future economic and industrial growth. Additionally, the inadequate awareness of talent services in the Lincang region has caused a high turnover rate.

To address these issues, the article suggests several strategies. Primarily, the reform of talent cultivation models in universities must consider local enterprise needs, and the design of disciplines and majors should align with the development of the local characteristic economy. Collaborations between schools and enterprises can facilitate a mutually beneficial relationship. This article not only provides valuable insights into the coordinated development of vocational education and the economy in Yunnan Province but also holds practical significance for promoting the coordinated development of vocational education and the economy in China.

Keywords: Higher Vocational Education, Regional Economic Development, Professional Talents, Lincang City

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2023

CONTENT

1. Introduction

1.1 Background

The coordinated development of higher education and regional economy is a hot research field of educational economics in recent years (Wu, 2022). In the 21st century, with the rapid development of economic globalization, the knowledge economy is developing rapidly in the world economy. As a new economy, its huge superiority relying on intellectual resources has greatly liberated and developed the productive forces, and is expected to solve many problems that need to be solved urgently in human society. The knowledge economy has accelerated the pace of transforming knowledge and technology into real productive forces. Knowledge has gradually become a powerful endogenous power for economic development, and has enabled science and technology to play its role as the primary productive force to a new level (Wang, 2019).

The relationship between education and economy is increasingly close. The level of education directly affects the level of regional economic development. On the one hand, the development and progress of education are increasingly inseparable from the development of economy and production. On the other hand, the development of economy and production is increasingly inseparable from the development and progress of education. Developing education to promote the transformation of scientific and technological achievements and the initiation of educational consumption will play a positive role in promoting the development of local economy (Chen, Chen, & Xiang, 2020). In recent years, the local government of Lincang City has attached great importance to education and strongly supported the development of education. Therefore, education has also directly or indirectly affected the development of Lincang region, made great contributions to the local socio-economic development, and studied the relationship between regional economic development and the development of higher vocational education (Gao, 2019).

1.2 Research problems

Some vocational schools in Lincang City, Yunnan Province have no distinctive features in running schools, lack of practice due to excessive theoretical learning time, or lack of high-quality teachers in schools, which have resulted in low student employment rates, and are unable to meet the demand for professional talent from enterprises in the region (Chen, Zou&Wang, 2020). Currently, there are many imbalances between economic development and vocational education development in Lincang City, which to some extent limit the development of higher vocational education and regional economy. Based on the literature review, on the one hand, from the perspective of research content, scholars have conducted more research on the development of higher vocational colleges and the relationship between higher vocational education and regional economy. On the other hand, from the perspective of the research object, most of the research is conducted from a macro perspective such as the country or province, city, and region. The research on the current situation of a local vocational college serving the local economic development is relatively small and not in-depth and specific (Shi, 2018).

Therefore, based on this, the article will take representatives of vocational colleges, local governments, and enterprises in Lincang City as the research object, summarize the problems existing in the service of vocational colleges in Lincang City, Yunnan Province to the local economic development, and then consider the causes of these problems from multiple perspectives to find countermeasures to improve the service of vocational colleges in Lincang City, Yunnan Province to the local economic development, thereby helping the college enhance local influence and solve the current educational difficulties; And it can solve the current situation of the shortage of high-tech and skilled talents in Lincang City and promote the development of the regional new economy.

1.3 Objective of the study

The paper aims to study the impact of education on local economic development. Find out the relevant factors of how education can promote economic development, and provide effective suggestions for cultivating professional talents for economic development. The article uses the literature research method as the research method, and takes posing questions - analyzing problems - solving problems as the research idea. Because developing education can become an important way to promote the regional economy (Li, 2018), through case studies, find out the factors that affect the local economic development of Lincang and propose suggestions for cultivating professional talents to promote the coordinated development of local education and local economy. Taking Lincang region as an example, the article proposes several research objectives for studying the relevant factors of education and local economic development:

1. To assess the current state of the impact of education on local economic development in the Lincang region.

2. To analyze the challenges within education and local economic development in the Lincang region.

3.To propose recommendations for the collaborative development of education and the local economy in the Lincang region to foster professional talent.

1.4 Scope of study

This paper uses the SWOT analysis method to make a brief analysis and comparison of the advantages, disadvantages, opportunities, and threats that education affects local economic development in Lincang region, so as to provide a relatively clear development direction for planning and development in other regions, which can more effectively promote the coordinated development of regional education and local economy. On the basis of theoretical analysis of education and local economic development, this paper analyzes the current situation and existing problems of education development in Lincang City, explores how to coordinate education with the local economy, and finally proposes policy recommendations for promoting local economic development through education. Based on previous research, analyze the driving effect of education development level on local economic growth. In addition, in order

to examine the coordinated development of education and the economy, and to analyze the transmission connection between education and the economy from an empirical perspective.

1.5 Research significance

The relationship between education and economy has always been a hot social issue, and it is also one of the studies that educational economists are interested in. In today's era, with the continuous progress of science and technology, the economic strength of the region has been improved. The national education level must keep up with the speed of economic development, which in the final analysis is the improvement of human capital. The increase of government investment in education has also promoted the formation of human capital and the speed of scientific and technological innovation, thus promoting the development of the entire economy. Education and economy should be linked and cause and effect each other (Li, 2020).

The economic growth level of a country or region depends on the quality of labor force, and the main way to improve the quality of labor force is educational activities. Education can improve the quality of workers, and high-quality workers can create more material and spiritual wealth, thus indirectly promoting economic growth. Knowledge economy is the same as material economy, but also has a complete reproduction process of production, distribution, circulation and consumption. Among them, distribution is the spread of knowledge economy and the learning of people, which is completed through education (Wen, 2019). Therefore, the connotation of educational development is profound and has great significance for economic growth.

2. Literature review

2.1 Higher vocational education

2.1.1 Concept of higher vocational education

In the research of higher education, Xiong Ming'an, a Chinese educator, first defined the meaning of higher education in the 1980s. He pointed out that higher education is the highest level in the school education system. The educated must first be trained by the intermediate education before entering. In colleges and universities, they continue to accept advanced scientific and cultural learning, vocational skills training, and moral and mental cultivation, Higher education is a kind of special education (Wang&Zhao, 2017). Pan Maoyuan (1984) pointed out that higher education aims at cultivating talents and is a specialized education based on general education. When students are about 20 years old, they enter full-time undergraduate education, and their physical and mental development has gradually matured, which conforms to the audience attribute of higher education. Xie Anbang (1999) defined higher education as a professional education that takes middle level education as the basic starting point and trains special high-level talents for social economy (Cao & Li,2022). At present, the academic circles in China have made a unified definition of vocational education. Vocational education refers to the knowledge and skills education for natural persons engaged in production, service and management to obtain the ability required by the post. The core of vocational education is to

provide professional and practical talents for the society (Niu, 2020). Higher vocational education is a type of vocational education implemented on the basis of high school culture and corresponding technical ability. Generally speaking, higher vocational education is an upgraded version of vocational education. The goal of higher vocational education is to cultivate high-level practical talents in technology, management, operation and other fields for the market (Wang&Li, 2021).

2.1.2 Development characteristics of higher vocational education

(1) Practical training objectives

The talent cultivation of higher vocational education is to adhere to the market orientation, meet the needs of social vocational posts, and serve the regional economic development and construction (Zhao,2020). Higher vocational education has obvious vocational skills. It aims to cultivate application-oriented technical talents for various industries such as social production, management, construction and service. The difference between it and ordinary higher education is that ordinary higher education mainly trains research and engineering talents, while higher vocational education is committed to making people's talents directly, rapidly and fully reflected in front-line posts, and directly transformed into production objects and labor tools, Apply to the whole production process. Therefore, the teaching contents of higher vocational colleges pay more attention to the needs of employers. The teaching approaches and methods should be negotiated with employers. They should learn new theories, new processes, new technologies and new management methods of the discipline facing the future (Tao, 2020).

(2) Targeted professional construction

The general higher education takes the discipline construction as the leader, while the higher vocational education focuses on the specialty construction. Specialty construction is the key link for school teaching work to actively and flexibly adapt to social needs, and must aim at the market, occupation and technology. Cultivate professional talents according to social needs, and set up majors according to the prediction of the future market (Chen, 2020). The teaching content of higher vocational education is mainly based on the basic knowledge, professional theoretical knowledge, operating skills and other abilities required for the job, which is highly practical and targeted. The basic characteristics of higher vocational education are to design the knowledge and ability quality structure of students with the main line of training the ability to apply technology, to construct the curriculum system with the main purpose of application, and to strengthen practical teaching (Wang&Wang,2017).

(3) Practical course teaching

The professional knowledge imparted in traditional teaching often lags behind the development of new technology, because the development of new technology first appears in the work site and production line, which is difficult to reflect in teaching in time. In addition, some knowledge and abilities required by application-oriented talents are not available in schools, and can only be mastered at the work site and production line. Therefore, in the design of teaching mode, higher vocational education should be embodied in curriculum arrangement

according to the requirements of post occupation, so as to achieve the purpose of cultivating students' ability to engage in a class or a specific occupation (Jing,2017). The practicality of teaching process is mainly to strengthen practical teaching, pay attention to integrating theory with practice, and pay attention to the cultivation of professional practical ability. The mode of professional teaching design should be expressed as: post and occupation requirements - talent training objectives, theory and practice teaching modules - basic courses and practice courses. The curriculum breaks the traditional discipline system. The curriculum is based on the principle of "necessity and practicality" (Xu, 2020).

2.2 Regional economic development

The exploration of regional economy is a common category of economics and geography. Based on space, the economy can be divided into world economy, national economy, regional economy and regional economy according to the level of various economic forms (Xie, 2019). Among them, regional economy is an integral part of the national economy. Regional economy is a regional economic complex composed of a country's domestic space resources, which is the link between national economy and regional economy. The research object of regional economy is the region, which mainly studies the economic activities and strength, the operation mechanism and basic laws of economic and social development, and the degree of economic correlation between regions. The purpose of the research is to analyze the problems existing in the economy, and propose relevant countermeasures to promote the overall progress of the regional economy and even the national economy, which is also the fundamental task of regional economic research (Zhang, 2021). Taking Yunnan province as the regional scale, This article studies the coordination between higher education and regional economy in Lincang City, Yunnan Province.

2.3 Professionals

Higher vocational education and general higher education can cultivate two different types of talents mainly because of the differences in the types and structures of the objects of the twoeducation method (Gan,2017). The diversified development of society makes the demand for talents more diversified and professional, and education is to try every way to cultivate various talents to meet the needs of social development. The fundamental purpose of vigorously developing higher vocational education is to provide all kinds of skilled talents for social and economic development (Dang, 2022). The specialized talents trained by higher vocational education are the basic support for a country's economic development. This is mainly determined by the training objectives of higher vocational education. The talent training goal of higher vocational education is to provide a large number of compound technical talents to serve the local economic construction and social development, so that they can become the link of science and technology and achievements in the production process, and are the foundation and soul of modern production and construction. In general, it is difficult to meet the needs of enterprises for talents only depending on recruitment. Therefore, specialized talents must be obtained through the education of colleges and universities (Zhang&Li, 2022).

2.4 Relationship between higher vocational education and regional economic development

From 2010 to 2022, panel data finally shows that higher vocational education professionals have a significant impact on China's economic growth. Luo believes that the relationship between higher education development and economic growth is inseparable and interdependent; Actively adapt and coordinate with each other (Luo&Luo, 2018). China in low-income, middle-income and high-income Brazil, as well as high-income Britain, the United States, Canada and Japan, have confirmed that there is a two-way causal relationship between education and output, indicating the positive economic impact of education in countries with different levels of development. There is a very complex relationship between China's higher education and regional economic development. The development of society and regional economy is the condition and power for the development and reform of higher education. Shi Weimei introduced structural factors into the human capital analysis framework, and used panel data from various provinces and cities for empirical research, which finally showed that professionals had a significant impact on China's economic growth (Shi, 2021).

At present, in the critical period of coping with the impact of the international financial crisis on China's economy and promoting steady and rapid economic development, education is of urgency and far-reaching significance. Cao Mengting and Li Decai believe that there is a strong correlation between China's education investment and education output and economic development, and the sustainable development of education has a significant impact on the ability of economic development (Cao&Li, 2022). Shen Ziyang pointed out that if we want to strengthen the contribution of scientific and technological progress to economic growth and enter the ranks of innovative countries, we must give priority to the development of education, especially the development of higher education to drive economic development. The University World News Network (2014) published an article titled "The Rise of Postgraduate Education Fuels the Asian Economy UNESCO, the Rise of Postgraduate Education", which introduced the rapid development of higher education to the economy, its contribution and its development trap (Shen, 2021). Liu Weimin made an empirical analysis of the impact of education on economic growth by building a fixed effect panel data model. The research results show that, from the national perspective, education expenditure has significantly promoted economic development and promoted economic development over time (Liu, 2021).

2.5 Introduction to West Yunnan Normal University of Science and Technology

West Yunnan University is located in Linxiang District, Lincang City, Yunnan Province. It is a training base for teachers of basic education in ethnic minority languages and scripts in Yunnan Province. The school has 14 secondary colleges, 33 undergraduate majors, and 65 junior college majors; There are 407 in-service teaching staff, 387 full-time teachers, and over 12000 full-time students on campus. The school has 14 secondary colleges, with 33 undergraduate majors and 65 specialized majors, covering 9 disciplines including engineering, literature, science, management, education, agriculture, law, economics, and art (Baidu).

2.6 SWOT Analysis of Higher Vocational Education Services for the Economic Development of Lincang Region

2.6.1 Strengths

Firstly, local ordinary higher education institutions in Lincang City have a certain level of educational strength. The overall land area of local ordinary higher education institutions in Lincang City is 21.0261 million square meters, with a building area of 5.0991 million square meters, 10.9639 million books, and an average apartment area of 7.8 square meters per student. And local ordinary higher education institutions in Lincang City also have certain strength in professional construction, school scale, and subject construction.

Secondly, the professional settings of local ordinary higher education institutions in Lincang City are relatively suitable for the needs of local economic and social development. Local ordinary higher education institutions in Lincang City are generally built according to the needs of local economic construction and social development, and their professional settings are relatively suitable for the needs of local economic construction. Lincang City is a major agricultural province. Agricultural universities and comprehensive universities in local ordinary higher education institutions in Lincang City mainly offer majors such as crop cultivation, cultivation, crop genetics and breeding, soil science, crop science, and soil science. Graduates are mainly distributed in the agricultural production departments of various counties and towns, making great contributions to the agricultural development of Lincang City (Hao, 2021).

Thirdly, the Lincang Municipal Government attaches great importance to the development of higher education. The Lincang Municipal Government can seize the opportunities of reform and development, vigorously deepen the reform of university management system, and strive to explore a management system that adapts to social development and educational laws; Steadily promote the socialization reform of university logistics, strive to optimize the allocation of university resources, and form a new development guarantee system; Efforts have been made to provide policy support and social security for the development of higher education, which has initially formed a new situation of great development in higher education (Chen, 2023).

Actively supporting social forces in running schools and exploring diversified educational and investment systems. In recent years, based on the provincial situation, the Lincang region has relied on social forces to organize higher education, actively supporting social forces in running schools, focusing on the development of private education in the non compulsory education stage, and gradually expanding the enrollment scale of private higher education, forming new growth points for higher education. We have established three specialized higher vocational schools solely funded by social forces. At the same time, we support qualified ordinary universities to cooperate with social forces to establish new secondary colleges. We have approved the establishment of 14 new secondary colleges (including 11 provincial schools) in 11 universities, expanding the resources and overall scale of higher education, promoting institutional innovation in higher education, and achieving an organic combination of intellectual capital, brand effect, resource advantages, and industrial capital of social forces in ordinary universities. The total investment of the new secondary college has reached 590 million yuan (150 million yuan in 2000 and 440 million yuan in 2001), and the building area

of the school has reached 372000 square meters (196000 square meters for teaching buildings, 132000 square meters for student apartments, and 44000 square meters for student canteens).

Strengthen the employment work, guidance, coordination, and services for graduates, promote the reform of the employment system for graduates. In response to the increasingly severe employment situation for graduates, the Lincang region attaches great importance to the construction of the graduate talent market and has coordinated the establishment of three major talent markets: firstly, a national and comprehensive talent market led by universities in the Lincang region; The second is to rely on the national teacher training talent market jointly organized by 18 normal universities; The third is the industry oriented and engineering talent market led by Yunnan University. These three major talent markets have gradually formed brands nationwide. This talent market model of "famous schools leading ordinary schools" and "strong schools leading small schools" has a particularly significant guiding and driving effect on the employment of graduates from provincial universities. It is an effective organizational form for the employment of college graduates and effectively promotes the annual increase in the initial employment rate of college graduates. In 2002, the initial employment rate of college graduates in the Lincang region was 98% for graduate students, 88% for undergraduate students, and 48% for vocational students. The initial employment rates for undergraduate and vocational students increased by 10 and 15 percentage points respectively compared to the previous year (Zeng, Chen&Liu, 2023).

Fourthly, seize the opportunity and actively and steadily promote the reform of the internal management system of universities in the Lincang region. The reform of the internal management system of universities mainly involves the reform of management systems in institutional settings, cadre appointment, position appointment, distribution system, financial management, etc., with a focus on the reform of personnel and distribution system.

① Reform of cadre appointment system: Universities in Lincang region carry out appointment work on the premise of significantly streamlining institutions and clarifying the number of cadres. There are basically two methods for cadre appointment in universities in Lincang region: one is "open competition and selective recruitment"; The other is' comprehensive balance, two-way selection '.

② Reform of job appointment system: In terms of employment, many universities in Lincang region have implemented or are preparing to implement a full staff appointment system. The reform of the employment system is carried out by scientifically formulating job responsibilities and job application conditions, with a focus on the appointment of teaching and research personnel. The basic appointment procedures include: post announcement, registration, grassroots confirmation, preliminary review, publicity, review, approval, agreement signing, and other procedures. In terms of personnel system reform, Lincang Normal University, as a pilot unit of the Ministry of Education reform, has implemented a staff system and established a professor committee in the college to exercise rights in subjects and professional titles, with significant reform efforts.

③ Reform of the distribution system: With the increase in investment in higher education by the state and the strengthening of the ability of schools to self pay funds, regardless of whether post appointment is implemented or not, universities have significantly increased their teacher income under the principle of preferential labor and remuneration. In terms of the composition of job allowances, most schools are directly linked to job appointments, but some

schools further decompose them into fixed job allowances, job performance allowances, job reduction subsidies, and other items. By promoting the reform of the higher education system, further tapping into the potential of existing educational resources, optimizing the allocation of higher education resources, expanding the scale of universities and enhancing their educational strength (Chen, 2023).

2.6.2 Weaknesses

Local ordinary higher education institutions in Lincang City have certain advantages in professional development, except for a few majors in some universities that have certain advantages nationwide. Other schools have less prominent advantages in professional development, and some are even relatively backward. In addition, the vast majority of schools are unclear about the positioning of their own schools and blindly pursue high-level development, resulting in their students being inferior to key universities in research abilities and vocational and technical schools in practical work abilities. Therefore, local ordinary higher education institutions in Lincang City should summarize their experience, determine the direction of professional education that is suitable for their own school development, highlight the characteristics of education, and enable their students to truly become useful talents for economic construction and social development (Peng, 2022)

There is a serious shortage of high-quality teachers in local ordinary higher education institutions in Lincang region

The number of full-time teachers in local ordinary higher education institutions in Lincang area is 13124, and the number of people with senior professional titles is 5872. From the perspective of the number of teachers, the teaching staff of higher education in Lincang region generally meets the teaching requirements. However, under the conditions of a market economy, due to the imbalance in development and differences in treatment among regions, industries, and schools, talent competition intensifies and mobility becomes more frequent, resulting in many problems.

Firstly, the competition for talent unfolds between enterprises and universities. Due to the high salaries and benefits of large enterprises, many outstanding college graduates choose to work in the first place, and choose schools as their last line of defense.

Secondly, talent competition is carried out between schools at different levels. Mainly manifested in the flow of teachers from low-level schools to high-level schools, and the flow of teachers from low paying schools to high paying schools. The doctoral and master's programs in local ordinary higher education institutions in the Lincang region are far behind those of central affiliated universities in terms of quantity and professional distribution. This low-level education makes it difficult for local ordinary universities in the Lincang region to retain and attract high-quality talents (Zhang, 2022).

Once again, talent competition is carried out between different regions. Mainly manifested in the flow of teachers from schools with poor geographical conditions to schools with good geographical conditions. Lincang region is a province lacking geographical advantages and relatively lagging in economic development. The task of attracting and retaining talents is quite challenging.

According to statistics from various schools, on average, about seven people are transferred from local ordinary higher education institutions in Lincang area every year. Most of these transferred teachers are the backbone of the discipline, and the main body of the school's enriched teacher force is newly graduated college students, resulting in a two-level division of the school's teaching staff. On the one hand, the slow updating of knowledge by old teachers cannot become the backbone of the discipline for new majors in schools; Although new teachers have knowledge and proficiency, they lack practical teaching experience. The teaching staff of local ordinary higher education institutions in Lincang region has always been in a cycle of cultivation, improvement, experts, and mobility, essentially becoming a training base for high-quality teachers in the country. On the other hand, the proportion of young teachers with graduate degrees in local ordinary higher education institutions in Lincang region is only 43.21%. According to the conditions of the national teaching level evaluation, when reaching 60%, it is A level, and when reaching 40%~50%, it is C level. Therefore, the overall level of young teachers in local ordinary higher education institutions in Lincang region is C level. From the above situation, it can be seen that the overall teaching staff level of local ordinary higher education institutions in Lincang region is relatively low (Du, & Lv, 2022).

The environmental quality of local ordinary higher education institutions in Lincang area is poor

Most schools have a relatively small footprint and building scale. With the continuous expansion of enrollment scale, the average building area per student of the school cannot meet the requirements of national regulations. In addition, the average student area of school classrooms, laboratories, and libraries related to school teaching also do not meet the requirements of national regulations; Some schools, due to their small footprint, only have a small playground to provide space for students to exercise; Due to the low funding of local ordinary higher education institutions in the Lincang region, although most schools have an average student value of over 5000 yuan in experimental instruments, due to the large number of new majors requiring a large amount of instruments and equipment, outdated equipment has no practical value. In fact, the value of instruments and equipment that can be used in teaching is less than 5000 yuan. The experimental equipment in the vast majority of schools cannot meet the overall teaching requirements, and it is necessary to increase investment to improve the current situation. At present, the quantity of books and materials in most schools cannot meet the requirements of students to expand their knowledge. Although some old schools have a large volume of books, most of them are outdated books, and the purchase of new books cannot meet the prescribed requirements. As a result, the development of new majors in local ordinary higher education institutions in Lincang region is slow due to the limitations of the quality of the educational environment. At present, 10 local ordinary higher education institutions in the Lincang area are under construction, and the overall building scale will be doubled. Experimental facilities, books and materials will be greatly improved, and good learning spaces will be created for students (Du&Wang, 2022).

2.6.3 Opportunities

The adjustment of economic structure and the development of science and technology have created strong conditions for the development of new disciplines and the establishment of new majors in local ordinary higher education institutions in the Lincang region

In order to enhance the ability of ordinary higher education to serve economic development and social progress, local ordinary higher education in Lincang should first prioritize the development of urgently needed majors and emerging disciplines in the economic construction of the Lincang region. According to the strategic adjustment of the economic structure in the Lincang region, and based on the nature, educational positioning, service orientation, and actual educational conditions of local ordinary higher education institutions in the Lincang region, the main focus is to add applied majors such as automotive, fine processing, electronic information, new materials, grain deep processing, modernization of traditional Chinese medicine, bioengineering, and green environmental protection. In the future, in addition to universities in the Lincang region, Yunnan Normal University, and the introduction of high-tech talents from across the country, local ordinary higher education institutions will provide a large number of specialized technical talents with strong application capabilities for the development of the local economy in the Lincang region. Therefore, the optimization of industrial structure has created strong conditions for the development of new disciplines and the establishment of new majors in local ordinary higher education institutions in the Lincang region. (Liu, 2023).

Opportunities brought by the transition from "elite education" to "mass education" for the development of local ordinary higher education institutions in Lincang region

In 1970 and 1971, Professor Martin Trow, a renowned American educational sociologist and professor at the University of California, Berkeley, proposed the "elite masses universal" model for the development of higher education in his works "The Transformation from Mass to Universal Higher Education" and "The Expansion and Transformation of Higher Education". He proposed that when the proportion of university age youth in a country receiving higher education (China's higher education gross enrollment rate) is below 15%, it belongs to the elite higher education stage; 15% -50% are in the stage of mass higher education; More than 50% are in the stage of universal higher education (Zhang, 2022)

China's higher education has developed rapidly. Since 1999, China's higher education has achieved great achievements in terms of scale development, and the situation of higher education has undergone historic changes. As of the autumn of 2002, the number of students enrolled in various types of higher education institutions in China had reached 16 million, more than doubling from 1998. The gross enrollment rate of higher education in China increased from 7.2% in 1995 to 15% in 2002, marking a historic step into the internationally recognized stage of mass higher education development. In 2003, the enrollment scale of various types of higher education in China was 6.55 million, including 3.35 million ordinary undergraduate and vocational students, an increase of 5% compared to 2002. The goal for the future development of higher education in China is to reach around 25 million students in various types of higher education by 2010, with a gross enrollment rate of around 23% in higher education; In 2020, the number of people in various types of higher education reached around 35 million, and the gross enrollment rate in higher education reached 32% The gross enrollment rate of higher

education in Lincang region has increased from 8.5% in 1995 to 17% in 2002. After 2000, there has been an annual increase of one percentage point. The gross enrollment rate in higher education in 2000 was 15.2%, in 2001 it was 16%, and in 2002 it was 17%. According to the requirements of mass education for the gross enrollment rate of higher education, China and the Lincang region have only reached the primary level of mass education, and the development goal of China's future higher education is only at the middle level. To achieve a certain level of development in higher education in the Lincang region, local ordinary higher education institutions in the Lincang region shoulder an important mission, which can be seen from the calculation formula of the gross enrollment rate of higher education. Because there are 41 ordinary higher education institutions in the Lincang region, with an annual enrollment of around 70000 students, if the school has greater enrollment space, parents and candidates will choose full-time ordinary higher education institutions instead of diploma education, TVU, self-study and other educational methods. Therefore, while ensuring the continuous improvement of teaching quality, local ordinary higher education in the Lincang region will have a good development space (Zeng, 2021).

The Increase of Residents' Education Consumption Index Brings Opportunities to the Development of Ordinary Higher Education Institutions in Lincang Region

At present, the Engel's coefficient in the Lincang region has decreased from 51.2% in 1995 to 38.1% in 2001, and the Lincang region has also shifted from a subsistence oriented to a moderately prosperous level. As Engel analyzed, with the continuous improvement of people's living standards, the proportion of residents' daily consumption expenditure in total expenditure is decreasing, while the proportion of cultural and educational expenditure in total expenditure is increasing. At present, the main body of residents' cultural expenditure is on their children's education. More than 95% of parents hope that their children can receive higher education, and 75% of residents say they can accept tuition fees of 3000 to 5000 yuan for higher education. The education expenditure of residents in Lincang area increased from 4.1% in 1995 to 7.9% in 2001, indicating that people are increasingly paying attention to the education of their children and making it a very important matter in their daily lives whether their children can attend university. According to a survey in the Lincang region, the proportion of savings motivation to prepare for children's college education has increased to 44%, significantly higher than savings motivation for elderly care and home purchase (38.4% and 20.3%, respectively). If sufficient and reasonable opportunities are provided in the Lincang area, residents will have sufficient motivation to invest in education and provide financial support for their children to receive good education (Yang&Chu, 2021).

2.6.4 Threats

The challenges brought by the development of modern science and technology to local ordinary higher education institutions in the Lincang region

The challenges brought by the development of modern science and technology to local ordinary higher education institutions in Lincang region. With the rapid development of science and technology, the speed of knowledge updating and elimination is increasing exponentially; Disciplines tend to be highly integrated while continuing to differentiate; The connotation of disciplines has further expanded and deepened, and the trend of integration, infiltration, and

intersection between disciplines is becoming increasingly evident, resulting in a large number of emerging, marginal, and interdisciplinary disciplines. These all pose comprehensive challenges to the traditional talent cultivation mode, professional construction, teaching content and curriculum system, teaching methods and teaching methods in higher education (Wang, 2021).

The progress of modern science and technology promotes the birth and development of new disciplines and majors, which will endow modern higher education with new content. Modern society is in the era of knowledge economy and information, and the obvious feature of this era is the accelerated development of knowledge and information. The speed of knowledge and information aging and innovation is quite fast. In order to adapt to the rapidly changing knowledge economy and the requirements of the information age, higher education must make strategic choices in teaching content regarding the current development status and prospects of modern science and technology, rapidly increase new knowledge and technological information, and adjust the subject and major settings, teaching content, and course structure of higher education. Recently, local ordinary higher education institutions in the Lincang region have promptly added new majors, with an average of about 10 new majors added per school, and have accelerated the adjustment of teaching content and curriculum structure. However, there are many problems in the adjustment process, such as the overall status of the teaching staff, experimental facilities, books and materials, teaching documents, etc., which cannot fully meet the requirements of teaching. It is necessary to strengthen the construction, and the construction speed should be fast, otherwise it will affect the quality of teaching and may even be eliminated (Wang, 2021).

Due to the rapid development of modern knowledge economy and science and technology in the information age, people are increasingly paying attention to the application of modern information technology in higher education institutions, continuously increasing investment in funds, constructing computer networks, local area networks, and resource libraries in higher education systems, accelerating the development and utilization of modern information technology and teaching software in higher education, and adopting more multimedia teaching, striving to achieve networked higher education teaching.

The development of modern science and technology, especially the development of information network technology, has brought about profound changes in the teaching content, scope, management, and process of modern higher education. New concepts and forms such as online universities, remote education, and digital textbooks have emerged. The trend of courseware based teaching content and distance based teaching scope has made the teaching organization of higher education in the 21st century more diverse and colorful. Due to the emergence of various forms of teaching organization, the teaching organizational roles of teachers in higher education institutions have also undergone significant changes. Teachers in higher education institutions are no longer simply lecturers of knowledge and skills and organizers of students' learning processes. In most teaching venues, they have integrated organizers and mentors of teaching, as well as researchers of teaching information systems.

The development of modern science and technology has modernized the teaching technology of higher education and improved the level of informatization in higher education. However, due to insufficient educational funds, the construction of modern teaching facilities in local ordinary higher education institutions in Lincang region cannot meet the requirements,

and the development of modern information technology and teaching software cannot be widely promoted. On the other hand, there are more middle-aged and elderly teachers in schools, and only about 10% of teachers (including computer majors) are able to fully utilize modern information technology and teaching software development. Although schools advocate the use of modern information technology, many teachers still use traditional teaching methods and methods. The utilization of modern information technology will be an urgent problem for local ordinary higher education institutions in the Lincang region.

Challenges brought by educational concepts to local ordinary higher education institutions in the Lincang region

With the significant expansion of enrollment in Chinese higher education, China's higher education has entered a stage of popularization. In the process of achieving "mass education", China still cannot give up on "elite education". That is to say, in the process of "mass education", we should cultivate elite talents. The so-called elite talents refer to outstanding talents who are active on various fronts, at the forefront of various professional fields, have outstanding achievements, innovations, and inventions. The core and key of elite education is to cultivate thinkers and scientists with noble creative spirit and outstanding innovation ability. To be honest, China's higher education has been lacking in the cultivation of elite talents for decades. How to construct a new model of talent education in the process of China's higher education integration is a new pressure and challenge given to us by history. The new concept of higher education has challenged the old educational concept. The first challenge is the quality standards for talent. Cultivating talents needed by society has always been a fundamental task of higher education, and the internationalization of talent standards and new requirements for talent quantity and quality will fundamentally promote higher education reform. Changing our previous concept of talent is actually changing our view on the quality of higher education; Adjusting the standards for measuring the quality of higher education is also a new trend in the development of higher education concepts in the world today. The standards for talent quality should fully reflect the basic characteristics of modern talent quality, such as ideological, foundational, comprehensive, creative, and open nature. Specifically, it refers to a new type of talent with high comprehensive qualities, innovative spirit, ability to handle multiple professions, strong adaptability, and strong self-regulation ability.

The second challenge is to the traditional concept of "knowledge". Universities are institutions that research, develop, and disseminate knowledge. The changes in knowledge concepts mean that the content, methods, and time and space of traditional university teaching should be adjusted accordingly. In the past, we used to refer to individuals with a certain degree as intellectuals and those with certain social experience as knowledgeable. In fact, this understanding of 'knowledge' is becoming increasingly difficult to establish. With the advent of the knowledge economy era, the traditional concept of education being equal to knowledge and experience being equal to level has shown obvious limitations and adaptability. In the future, the knowledge society will have higher requirements for "knowledge" owners. This will undoubtedly have a huge impact on general higher education in places that are still satisfied with textbook knowledge and phased knowledge education.

The third is the impact on traditional teaching concepts. The teaching concept should first shift from "teaching centered" to "learning centered". Only under the educational concept of "learning centered" can teachers fully play the role of guides and fully stimulate students'

initiative and enthusiasm for learning. Secondly, we need to shift from a model that emphasizes theoretical teaching over practical teaching to an organic combination of theoretical and practical teaching; We need to shift from emphasizing only in class teaching to placing equal emphasis on both "in class" and "out of class".

The fourth challenge is the concept of closed education. With the continuous expansion of China's reform and opening up process, in order for higher education to align with the world, it is necessary to transform the closed educational philosophy and establish an open and diverse modern higher education philosophy, in order to occupy a favorable position in the global education landscape (Tang, 2021).

3.Research method

This paper uses literature research methods. This paper is divided into four steps to demonstrate: First, from the relevant theories and concepts, analyze the significance of higher vocational education in serving the local economic development, and conclude the necessity of realizing the reform of higher vocational education; Secondly, it analyzes the current economic development situation of Western Yunnan Normal University of Science and Technology and Lincang region, and summarizes the enlightenment of developing higher vocational education to serve the local economy; Then, on the basis of existing theories, analyze the existing problems of talent cultivation in higher vocational colleges; Finally, based on the analysis of serving local economic development, suggestions are proposed on how to better improve talent cultivation in higher vocational colleges.

1. Literature research method

The literature research method refers to a research method that forms a new understanding after studying the literature based on the collection and collation of relevant literature in the research field, requiring researchers to be comprehensive and objective. The biggest advantage of the literature research method is that it has a wide range of accessible areas during the research process. The research and analysis of literature can transcend the constraints of time and space. From ancient and modern times to China and foreign countries, it is only necessary to obtain literature through relevant channels to refine and research opinions, which is convenient and time-saving for researchers. Based on the collection of relevant materials, this article draws on the achievements of existing literature and adopts a literature analysis method. Through studying domestic and foreign literature, a systematic summary is made and the framework of this article is proposed; In addition, some literature materials in this article also serve as the theoretical basis for this study, while drawing more on the analytical research results of domestic and foreign scholars on relevant theories.

2. Case study method

Case studies are research methods that refer to in-depth investigation of specific phenomena, events, organizations, or individuals. It includes analyzing and interpreting data and providing a more comprehensive understanding of the respondents. Case studies are often used to demonstrate the findings of empirical investigations, or to illustrate a particular viewpoint or theory. Case studies are very useful when researchers want to gain insight into a

particular phenomenon or explore new research areas. Taking the current situation of economic development in Lincang region served by Western Yunnan Normal University of Science and Technology as an example, this article studies how to coordinate the development of talent cultivation and local economy in higher vocational colleges, and proposes methods to improve the coordinated development of talent cultivation and local economy in higher vocational colleges.

4.Finding and conclusion

4.1 Economic development status of West Yunnan Normal University of Science and Technology and Lincang

First of all, Lincang's local economic development needs human support from West Yunnan Normal University of Science and Technology. In the 43 years of development, Western Yunnan Normal University of Science and Technology has received policy and financial support from the local government of Lincang City. The college has been upgraded from higher vocational education to undergraduate education, and its scale and strength of running a school have grown gradually. At the same time, in its own development, the college has also trained a large number of technical and skilled talents for Lincang City. These technical talents have become an important driving force for the economic development of Lincang City. At the same time, the college's scientific research achievements, technical consulting and other social services have played a vital role in the technological innovation of local enterprises and the improvement of workers' skills.

Secondly, the regional characteristics of higher vocational colleges determine the importance of higher vocational colleges in the development of local economy. The development of local economy requires higher vocational colleges to provide sufficient high-quality applied talents. The West Yunnan Normal University of Science and Technology is not only the earliest but also the largest vocational college in Lincang. It has been shouldering the responsibility of providing highly skilled talents for Lincang (Miao, Song, Feng, Quan, Gao, Huang&Wei, 2022).

Therefore, the development of higher vocational colleges and local economic development is a coupling relationship of mutual influence, mutual restriction and mutual promotion. On the one hand, local economic development needs the support of higher vocational colleges, which provide important human and intellectual support for the transformation and upgrading of local economy, and provide training support for the optimization of local talent quality; On the other hand, the development of higher vocational colleges needs the support of local economy. The level of local economy determines the development speed and scale of the college. The talent training and specialty setting of higher vocational colleges need to adapt to the local industrial structure.

4.2 Problems of Western Yunnan Normal University of Science and Technology in Serving Local Economic Development

4.2.1 The talent training mode does not meet the needs of the enterprise well

The talent training mode of higher vocational colleges should mainly aim at cultivating high professional and technical talents, embody the professional characteristics in the training program, and conduct professional training on technical skills for students from various aspects, so that students can have basic theoretical knowledge and solid professional skills. In the teaching design, the practical training courses should account for more than 50% of the total courses. Although the university has communicated with enterprises, investigated the industry, established many training bases inside and outside the university, and cooperated with enterprises in many specialties in the development of talent training programs, such talent training models are mere formality, lack of in-depth communication with employers, no clear responsibility for enterprise talent training, and are not highly integrated with local economy. In the process of formulating the talent training program, it is necessary to conduct in-depth exchanges with local enterprises and local governments, and introduce new technical skills into the training program in a timely manner. The talent training mode of higher vocational colleges needs to be effectively combined with the local economic industry, and constantly revised and improved according to the local industry (Luo, 2017).

4.2.2 Discipline setting is disconnected from local industry

Specialty is the soul of a higher vocational college. The specialty setting of a higher vocational college reflects the characteristics of the school, determines the main direction of the school's talent training, and is also the prerequisite for the construction of the school's facilities and equipment and teaching team. Therefore, the specialty setting of higher vocational colleges is not only related to the history of the school, but also closely related to the local social economy. In the course of time and economic development, the specialty setting needs to keep pace with the times, so as to give full play to the advantages of the college in education and social services.

According to the "13th Five Year Plan" economic planning of Lincang City, Lincang City focuses on the development of health tourism and ecological agriculture, and strives to build an industrial system supported by six pillar industries, namely, energy and chemical industry, food and beverage, electronic machinery, new materials, metals and building materials, to break through the development of strategic military civilian integration industries and emerging industries. As of June 2018, West Yunnan Normal University of Science and Technology has seven departments, including the Department of Economics and Management, the Department of Electromechanical Engineering, the Department of Electronic Engineering, the Department of Information Engineering, the Department of Electrical Engineering, the Department of Digital Arts and the Department of Automotive Engineering, with a total of 30 majors. On the one hand, the specialty setting of West Yunnan Normal University of Science and Technology does not have a high degree of integration with the local key industries, and the characteristic specialty is not closely related to the key industries; On the other hand, the provincial demonstration vocational colleges in other parts of the province are similar to each other. The

health care tourism, ecological agriculture and other industries in Lincang City are the key development industries in Lincang City. However, the West Yunnan Normal University of Science and Technology has not set up ecological agriculture related majors, nor has it subdivided the tourism management industry, focusing on building this major, As a result, the major of West Yunnan Normal University of Science and Technology can not fit well with the development of Lincang's future economic industry, which affects the college's ability to serve the local economic development (An, 2020).

4.2.3 Lack of awareness of serving Lincang

From the perspective of the school running history of the college, the college was developing in the early stage of its establishment in close proximity to the industrial background of Lincang City. Therefore, in the early period, West Yunnan Normal University of Science and Technology trained a large number of electromechanical high-tech talents for Lincang City. With the upgrading to higher vocational colleges, the school running mode of the college has changed. Like many higher vocational colleges, it pays attention to the upgrading development of the college rather than its contribution to the local industry, It leads to a lack of local awareness of service. In addition, a large number of students in the school have changed from local students to students from other regions. As a result of the change of student origin, the number of graduates of the college staying in Lincang for work is relatively small (Li, 2017).

4.3 Finding

4.3.1 The talent training mode does not adapt to the local economic structure

The rationality of higher vocational education mainly depends on whether it is compatible with the regional economic development, mainly reflected in the major setting, talent training and school types of the school, and whether it has local characteristics, that is, what we usually call personalization. From the perspective of school running mode and talent training, Lincang higher vocational education mainly has the following two problems: on the one hand, the problem of school running orientation. At this stage, Lincang higher vocational education is more inclined to run a "large and comprehensive, no characteristics" vocational school. Most of the higher vocational education models are the same, without their own unique school running goals and strategies. Failing to conduct a detailed analysis and research on the economic construction and development of the region, find out where the demand for economic development in the region lies, and make a clear positioning for its own development according to its own nature and characteristics. Instead, ignoring the reality and blind development, it specially sets up key hot majors, and the students have no place to use after graduation, resulting in idle and waste of resources; On the other hand, personnel training. In the process of talent training in higher vocational colleges, there is a problem of "emphasizing theory, knowledge, ignoring skills and innovation". As a result, students' theory and practice cannot be organically combined, and cannot effectively meet the needs of regional economic construction and development, which seriously affects the construction and development of regional economy.

4.3.2 There is a contradiction between specialty setting and social and economic development needs

The training of professional talents in higher vocational colleges is realized through specialty setting according to the needs of local economic development, so specialty setting can also be seen as an important way for higher vocational education to serve the regional economy. Therefore, in the process of specialty setting, higher vocational colleges must follow the principles of full investigation, combining with reality and demand orientation. However, in the process of investigation, the article found that many higher vocational colleges did not follow the principle of full investigation, combination with reality and demand orientation in the course of specialty setting, lacked scientific planning for specialty setting, and blindly pursued characteristic specialties and diversified specialty setting, resulting in the lack of pertinence of specialty setting, and the lack of sufficient market competitiveness of students after graduation, It is very unfavorable for the development of higher vocational colleges and regional economy. It can be seen from the 2020 Volunteer Guide for Enrollment of Ordinary Colleges and Universities in Yunnan Province that most of the vocational colleges currently offer majors in economy and trade, finance and accounting, economic management, computer, tourism management, marketing, etc. The common feature of most majors is that they can work easily after graduation, the requirements for teachers and teaching equipment are low, and courses can be started at a very low cost, so they are widely recognized by higher vocational colleges and students. However, mechanical manufacturing majors have very high requirements for teaching equipment, teachers, etc., and schools need to invest a lot of financial resources to open such majors, so many higher vocational colleges do not open such majors.

4.3.3 School enterprise cooperation is not deep enough

At present, Yunnan Province has not established a long-term cooperation mechanism between higher vocational colleges and enterprises, which results in that the cooperation between higher vocational colleges and enterprises is still at a low level. The content of school enterprise cooperation is also mainly focused on the construction of practice bases, special talent training, technical consulting, talent training, etc. Because the school enterprise cooperation mechanism is not sound enough, there are many difficulties for the school to find a suitable internship enterprise for students. After students enter the internship enterprise, they have not entered the appropriate position, and their technical skills have not been trained. Students are only used as free labor experiments, making students' internship unable to achieve the desired results. Therefore, Lincang City should take it as an important task to formulate the school enterprise cooperation plan and establish a sound school enterprise cooperation mechanism, so as to ensure the coordinated development of higher vocational education and regional economy and achieve win-win results.

5.Recommendation

This article takes Lincang as an example to analyze the impact of education on local economic development. The findings are as follows:

(1) Education and local economic development influence and promote each other closely. On the one hand, education is a booster of local economic development, which is mainly reflected in: education provides talent support for local economic development, education investment plays a role in promoting local economic development, and education provides a creative basis for technological innovation. On the other hand, the development of local economy has promoted the reform of the education system, which is mainly reflected in the following aspects: the development level of local economy determines the scale and speed of education. The local economy and industrial structure determine the professional structure of education. The local economic and technological structure determines the level of education. Like the economic field, education also has advanced advantages. Education can make full use of the advantages of backwardness to promote the leapfrog development of local economy.

(2) According to the research questions, there is a certain relationship between the development of education and the economic development of Lincang. Education can be regarded as an important way of economic development, but not the only way;

(3) Promoting the coordinated development of education and local economy is mainly manifested in the following aspects: local economic structure, traditional teaching mode and social practice requirements. The old teaching plan corresponds to the training goal of highly skilled talents, and the conservative curriculum system conforms to the characteristics of the education era.

5.1 Reform the talent training mode to meet the needs of local enterprises

The talent training goal of higher vocational colleges is different from that of ordinary colleges. The talent training goal of higher vocational colleges is to cultivate front-line high-tech talents. Such talents should not only have solid theoretical knowledge, but more importantly, they should have professional skills and be advanced, which should be distinguished from secondary vocational talents (Chen, 2021). In terms of training talents, higher vocational colleges need to adjust according to the local industrial structure and product structure, pay attention to the breadth and depth of knowledge, and cultivate highly skilled talents not only with superb technology, but also with certain management capabilities. As the main employment posts of vocational college graduates are oriented to the production line, we need to pay attention to cultivating their grass-roots nature in talent training, so that students can have the ideological preparation to work in the production line in advance. Due to the characteristics of higher vocational colleges, the development of local industries needs to be taken into account when making talent training plans. Therefore, the talent training model of higher vocational colleges needs to be combined with local industries, adapt to the needs of local economic development, and create a talent training model that conforms to the characteristics of its own colleges and regional economic characteristics.

Modern apprenticeship model

Modern apprenticeship system is a talent cultivation model proposed in 2014 in China to promote the integration of industry and education and school enterprise cooperation. This education model refers to a modern talent cultivation model in which schools and enterprises engage in deep cooperation, where vocational college teachers and enterprise employees jointly impart knowledge and skills, and cultivate students with advanced professional skills. This model is different from the order class in that it places more emphasis on the inheritance of practical skills. When students enter school, designated enterprise masters are assigned to impart skills, and both schools and enterprises jointly develop talent training plans, curriculum standards, and student assessment systems. This model not only benefits enterprises to directly participate in the entire process of talent cultivation in vocational colleges, but also enables deep integration between majors and industries, and ensures consistency between course content and professional standards, thereby improving the quality and professionalism of talent cultivation in vocational colleges. Only a small number of majors at Dianxi Normal University of Science and Technology have implemented modern apprenticeship models, such as the Internet of Things major, which introduces corporate mentors into the classroom. Each IoT major student holds a teacher worship ceremony upon entering university, and each student has a corresponding mentor to provide professional technical guidance. During their sophomore year, they will also go to the factory for guidance from mentors to conduct real enterprise practical learning and work. This has played a very good role in promoting students' learning of professional skills, and their professional abilities have also been greatly improved. But currently, there are very few pilot majors for the modern apprenticeship system at Dianxi Normal University of Science and Technology, with only 5 majors. Therefore, the academic affairs office of the college should increase the promotion of the "modern apprenticeship system", boldly explore and try, and let more majors actively connect with enterprises. Carrying out the modern apprenticeship system not only helps to improve the quality and targeted talent cultivation of the college, It can promote the effective integration of students' vocational qualification certificates with graduation certificates, and also enhance their professional skills.

"Internet plus" education model

With the rise of mobile Internet, the "Internet plus" model has penetrated into all aspects of society, including education. In today's society, the "Internet plus Education" model has become a model that students are willing to accept because of the equal features of the Internet, such as fast, efficient and convenient. In addition, because of the fragmented characteristics of the "Internet plus Education" model, students can use fragmented time to learn professional knowledge anytime and anywhere in their daily life. This model can not only stimulate students' interest in learning, cultivate their autonomous learning ability, help them broaden their horizons, and cultivate independent thinking habits. In the talent cultivation model of Dianxi Normal University of Science and Technology, only some courses adopt information-based teaching methods. For example, in some basic courses, information-based teaching methods are used, and pre class discussions, in class questions, and post class work are published through the "Blue Ink Cloud Class Class" and "Super Star Platform", allowing students to complete tasks through mobile phones. However, this model only allows students to change

from paper tasks to online tasks, It is not yet clear how to stimulate interest. Therefore, the college should vigorously promote curriculum reform, promote information-based teaching to various professional courses, deeply integrate various teaching resources with online learning platforms, adopt a combination of "online teaching" and "flipped classroom" to carry out blended teaching reform, and also fully leverage the positive role of mobile internet through methods such as "role-playing", "simulation games", and "professional videos", Promoting students' independent learning outside of class is the only way to stimulate their interest in learning, enhance their exploration ability, and better adapt to today's information society.

5.2 Attach importance to the setting of disciplines and specialties to adapt to the local economy

The characteristics of vocational colleges determine that professional settings need to be closely related to local economic industries, in order to ensure that the talents cultivated meet the requirements of local enterprises and ensure that local enterprises obtain sufficient high-quality skilled talents. At present, the professional settings of Dianxi Science and Technology Normal University are not very different from those of other local vocational colleges, and they are not set according to local characteristic industries, which cannot meet the needs of local talents. Therefore, the professional settings of Dianxi Science and Technology Normal University need to combine its own educational conditions and local characteristic industries, establish majors related to local future industries with high social demand, and create ace majors that adapt to local characteristics.

According to the 13th Five Year Plan for the development of the Lincang region, the region will continue to promote the development of the "6+2" industry, focusing on building an industrial system supported by six pillar industries: energy and chemical engineering, food and beverage, electronic machinery, new materials, metals, and building materials, and breaking through the development of strategic military civilian integration industries and emerging industries. At present, many majors in Dianxi Normal University of Science and Technology have outdated settings and are not closely related to the future industrial layout of Lincang region, especially those related to emerging industries and military civilian integration industries. There is only one major in new energy vehicles, while there are no local specialties such as agriculture and food, which greatly limits the college's ability to serve the future economic industries of Guangyuan. Therefore, the college should reorganize and plan the professional groups of each department based on the future economic and industrial development situation in the Lincang region, taking this as a development opportunity to adapt to the new trend of local industrial development. The main adjustments include the following three aspects. Firstly, we need to continue to strengthen the construction of two major provincial-level key professional groups, the Internet of Things and computer network technology, and play a leading role in provincial-level key professional groups; Secondly, vigorously cultivate and build a professional group of modern equipment and manufacturing technology; The third is to establish an agricultural professional group that is suitable for local pillar industries, mainly focusing on food processing technology and ecological agriculture technology.

The optimization and addition of these professional groups will make up for the shortage of skilled talents in the future industrial development of Lincang region. At the same time, the

college. We should continue to optimize the allocation of resources in the college, increase the number of new professional faculty, upgrade the existing professional group, add popular majors related to local industries such as new materials, intelligent equipment, new energy, and modern Chinese medicine, and further form a professional group with distinct regional characteristics that adapts to the future economic and industrial development of the local area, fully stimulating the ability of Dianxi Science and Technology Normal University to serve local economic development, Promote good and sustainable development of the college and local economy

5.3 Actively seek in-depth cooperation between schools and enterprises

Due to the one-sided understanding and educational discrimination of local enterprises, they blindly pursue academic qualifications in terms of employment, prioritizing academic qualifications for all positions, which has led to an awkward situation for vocational college students in employment. Therefore, schools should actively enter local enterprises to let them understand the importance of vocational education and understand the country's original intention for promoting vocational education. Through active promotion by schools, local enterprises can deeply and actively understand the national policies for promoting vocational education, and grasp the purpose of the country's vigorous development of vocational education. Enable enterprises to recognize that recruiting talents should be based on job requirements, and technical skills positions should focus on selecting vocational students. These students not only meet job requirements, but also save labor costs for enterprises.

Local vocational colleges should actively cooperate with enterprises in various aspects, promoting deep integration of industry and education through training for in-service personnel, establishing enterprise colleges, constructing practical training bases, and technical consulting. The training provided by college teachers to in-service employees in enterprises has further improved their skill levels; The establishment of the Enterprise College, as enterprises directly participate in the entire process of talent cultivation in the college, helps the college cultivate skilled talents that meet the requirements of the enterprise; The establishment of training bases funded by enterprises can not only help the college alleviate the shortage of funds for the construction of training bases, but also help enterprises solve the problem of insufficient space for enterprises; Enterprises recruit vocational college teachers as technical consulting consultants, and when facing technical problems, they can promptly promote the resolution of the problems nearby. In short, deep cooperation between vocational colleges and enterprises can achieve the exchange of resource advantages between schools and enterprises, enhance the market competitiveness of enterprises, enhance the quality of talent cultivation in colleges, and achieve a win-win situation between schools and enterprises.

5.4 Strengthen the construction of the teaching staff and enhance social service capabilities

The difference between teachers in vocational colleges and ordinary higher education institutions is that they not only need rich academic and theoretical knowledge, but also strong practical work skills. They can engage in theoretical teaching and research, as well as practical

skill training. Vocational colleges should focus on building a dual teacher team, which should be internally trained and externally introduced. On the one hand, for teachers within the college, it is required that they improve their practical skills by conducting engineering practice exercises in enterprises. Currently, Dianxi Normal University of Science and Technology requires a year of practical work experience within 5 years for the evaluation of double qualified teachers. However, in fact, there are still some double qualified teachers within the college who have not met this requirement, many of whom are only registered in external enterprises, Instead of actually going to the enterprise for engineering practice training. Therefore, the college should increase its efforts to promote it. Every year, through winter and summer vacations, as well as on and off campus practice time, at least one month should be spent on the production line and in enterprises for practical training. Only in this way can we ensure the effective improvement of the practical skills of the college's double qualified teachers and keep up with the requirements of the times. In addition to engineering practice training, it is also possible to increase the incentive for certification, encourage teachers to actively obtain corresponding practical skills certificates, and provide certain rewards for the certificates obtained. On the other hand, when introducing new teachers, the college can relax the conditions and try to introduce some outstanding talents from social enterprises with a certain number of years of practical work experience. It can also increase the proportion of part-time teachers outside the school, allowing technical experts from enterprises to serve as part-time teachers and teaching consultants for the college, allowing these part-time teachers to truly enter the classroom, teach and communicate, enable students to truly feel the job skills and professional requirements of the enterprise. Through these two methods, promote the construction of a dual teacher team in the college and ensure the quality of talent cultivation.

Due to the regional characteristics of vocational colleges, social services are also of utmost importance for vocational colleges. Dianxi Science and Technology Normal University has developed a systematic management method in social services and has a certain influence, but its radiation scope and teacher participation still need to be improved. Therefore, in order to enhance the social service capacity of Dianxi Science and Technology Normal University, efforts should be made in the following two aspects. On the one hand, it is to expand the social service methods of the college. The college should promote the cultivation of local skilled talents through social training, technical consultation, continuing education, and other forms. The college should fully leverage its intellectual and practical advantages, utilize these advantages to delve into various fields of local development, actively cooperate with local enterprises and governments, conduct vocational skills training lectures for enterprise employees, local civil servants, and farmers, conduct skill appraisal for social talents, and cultivate a large number of highly skilled talents for local industry enterprises and rural development; Provide technical consulting services for local small and medium-sized enterprises, and actively cooperate and exchange with experts and professors with high technical titles in the college to promote the stable development of local small and medium-sized enterprises. On the other hand, it is to accelerate the application of social personnel to vocational colleges and enhance the local influence of vocational colleges. In January 2019, the State Council issued the "Implementation Plan for National Vocational Education Reform", which clearly stated that vocational colleges need to continue to strengthen their ability to serve

the local economy and society, and encourage social personnel to apply for vocational colleges. Therefore, West Yunnan Normal University of Science and Technology needs to seize the opportunity, improve the enrollment system of the college as soon as possible, actively apply for pilot colleges, and encourage local social personnel in the Lincang area to apply for colleges. This can quickly increase the number and quality of local skilled talents, and also enhance the impact of the college.

5.5 Increase financial and policy support

The development of local economy cannot be achieved without the human and intellectual support of vocational colleges. The development of vocational colleges requires the investment of educational funds and incentive policies of the Lincang regional government in order to achieve coordinated development between the two. Therefore, the Lincang regional government should increase its political and financial support for Dianxi Science and Technology Normal University. Although West Yunnan Normal University of Science and Technology was successfully established as a demonstration vocational college in Sichuan Province in 2013, and will receive nearly one million yuan in construction funding from the Provincial Department of Education every year, this funding is only applicable to the construction of provincial key majors, and the main source of funding for West Yunnan Normal University of Science and Technology is still the finance of Lincang region; At the same time, many large-scale projects in the Lincang region have not cooperated with the college, and the participation of college experts in local large and medium-sized projects is not high. Therefore, on the one hand, the government of Lincang region should increase financial investment, actively engage in in-depth communication and close cooperation with the top level of the college, and play a guiding role of the government. Local government funds and various technical projects should be tilted towards Dianxi Science and Technology Normal University, in order to help improve the school's funding; On the other hand, various methods are adopted to guide local social enterprises to participate in the construction of the college. Through the joint construction of training rooms, training centers, etc. by schools and enterprises, funded by enterprises, and provided by the college with venues, not only can the shortage of school funding be solved, the quality of talent cultivation be improved, but also the employment needs of enterprises can be solved, saving human resource costs for enterprises; In addition, the government of the Lincang region should also encourage local enterprises to cooperate with Dianxi Science and Technology Normal University through tax adjustments and other means, promote the complementarity of advantageous resources between vocational colleges and enterprise experts, ensure the integration of local enterprises and vocational colleges' teachers, technology, and training infrastructure equipment, and promote the improvement of the quality of local skilled talents.

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