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Research on the construction of aviation professional training bases by schools and enterprises under the background of industry-education integration

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Abstract. This paper, guided by the strategy of industry-academia integration, focuses on the school-enterprise co-construction model of aviation-related professional training bases. By combining the practical development of low-altitude economy in the Chengdu-Chongqing region and the construction experience of universities such as Geely University, it systematically analyzes the core advantages and practical necessity of the co-construction of training bases. Through the combination of theoretical research and practical verification, it improves the management mechanism of the training base featuring "industry-academia symbiosis and school-enterprise collaboration", summarizes practical experiences in equipment sharing, faculty exchange, and course co-construction, and forms an integrated management strategy. Based on industry development needs, it constructs training norms that conform to aviation industry standards, establishes management systems that seamlessly connect with enterprise production, and achieves efficient linkage of teaching resources and industrial resources. This provides a replicable practical path for the construction of application-oriented undergraduate aviation-related training bases.

Keywords: industry-education integration, school-enterprise collaboration, aviation-related majors, training bases low-altitude economy

1. Introduction

Collaboration between education and industry is the core development direction of applied undergraduate education and an important manifestation of modern vocational education. Its core value lies in achieving precise alignment between technical application teaching and actual industrial demands, and comprehensively ensuring the quality of talent cultivation and teaching efficiency [1]. During the process of jointly building an industry-education integration training base through school-enterprise cooperation, it can not only meet the urgent needs of the aviation industry for high-quality technical and skilled talents, but also promote the innovation of the university's talent cultivation model. This article is based on the characteristics of aviation-related majors, combined with the cooperation practices of Jili University and companies such as Wofei Changkong and Space Time Orbit Limited Liability Company, absorbing mature institutional experiences from both domestic and abroad, relying on the school's disciplinary resource advantages and the aviation

industrial cluster advantages in the Chengdu-Chongqing region, and constructed an integrated training base model of production and teaching. Through deep cooperation between the school and the region, the effective path of industry-education integration in applied undergraduate education is explored, providing a practical sample for the coordinated development of the aviation industry and applied undergraduate education [2].

1.1. The significance of establishing an industry-university collaborative vocational training base for aviation specialties

The construction of an industry-university integrated training base is a concentrated manifestation of the comprehensive cooperation between schools and enterprises. By integrating various functions such as the cultivation of applied talents, teaching practice, scientific research, and social services, a shared training platform is constructed, and an integrated teaching model of "teaching - production - research and development" is formed. Currently, the national authorities have continuously issued policies to encourage school-enterprise cooperation. The "*Guidelines for the Construction of Modern Industry Colleges (Trial)*" clearly states that "the proportion of comprehensive and design-oriented practical teaching should be increased." The training base is the core carrier for implementing this requirement. Based on the actual production positions of enterprises, a theoretical education path integrating "job, course, competition, and certificate" is established. On the one hand, it alleviates the shortage of professional technical talents in aviation enterprises - the "*Civil Aviation Talent Development Report*" of the Civil Aviation Administration of China shows that in 2023, there is a shortage of about 12,000 aircraft maintenance technical talents, and it is expected to expand to over 100,000 by 2030; on the other hand, it meets the urgent needs of university practical teaching, enabling students to enhance their engineering practical abilities in real production scenarios. At Geely College, through the cooperation with Wofeng Changkong and Space Time Daoyu, the aviation maintenance vocational training center was jointly established, achieving the sharing and utilization of special equipment [3]. Not only did this reduce the equipment procurement and maintenance costs by 30%, but it also carried out targeted training based on the equipment application scenarios, solving 3 equipment maintenance problems for enterprises, fully demonstrating the value of the training base. By adopting a long-term integration mechanism of school-enterprise cooperation, integrating the school's teaching staff and venue resources with the equipment and technical resources of enterprises, an efficient base teaching model was formed. Students trained in the training base have a job adaptation period that is 40% shorter than the traditional model.

1.2. The necessity of collaborative construction of aviation-related professional training centers by universities and enterprises

Aviation-related majors possess extremely strong practicality. The cultivation of talents must closely align with the development needs of enterprises. During the process of university-enterprise cooperation, enterprises provide professional equipment and technical guidance, while the schools offer student resources and teaching management experience. Through resource sharing, targeted talent cultivation and output can be achieved, precisely matching social demands. According to the 2024 development report of the low-altitude economy industry in the Chengdu-Chongqing region, the annual demand for aviation-related professionals in the region is 23,000, while the annual supply from traditional university training models is less than 12,000. The contradiction between supply and demand is prominent, which also highlights the urgency of jointly building training bases [4].

1.2.1. Special requirements for safety production in the civil aviation industry

The civil aviation industry, as a special public aviation sector, has extremely high safety standards. The civil aviation management department in China implements a strict qualification certification system for aviation-related professional training bases, requiring a 100% compliance rate for training equipment and that the training instructors have at least 5 years of industry experience. Only through deep cooperation between schools and enterprises can these rigid requirements be met. For example, the training base jointly established by Geely College and Wofeng Changkong strictly follows the "*Civil Aviation Aircraft Maintenance Unit Qualification Approval Regulations*" issued by the Civil Aviation Administration of China, and has established a standardized training process covering 6 core positions, fully ensuring the needs of special talents in the aviation industry.

1.2.2. The high investment requirements for practical training in aviation-related majors

Given the high prices of aviation components and equipment, it is difficult for universities to meet the training needs solely through their own efforts. According to statistics, for an application-oriented undergraduate university to establish a basic aviation training center, the equipment procurement and site construction require at least 20 million yuan. This poses a huge challenge for private universities. Through the school-enterprise cooperation model, enterprises participate in the construction of the training base by providing equipment as equity investment and technical support, effectively solving the funding problem. During the construction of the aerospace training base at Jili University, it fully relied on the educational advantages of Geely Holding Group and jointly invested 23 sets of various equipment (including research prototypes) with Wofeng Changkong, valued at over 10 million yuan. The university provided 1,000 square meters of site and a teaching management team, quickly completing the construction and operation of the training base.

1.3. Requirements for matching professional training qualifications in aviation field

With the rapid development of China's aviation industry, the civil aviation department has continuously raised the training standards for aviation-related professionals. The "*Implementation Plan for Innovative Application of General Aviation Equipment (2024-2030)*" clearly stipulates that aviation professionals should possess the core qualities of "solid theoretical knowledge, proficient skills, and suitability for the position". The joint establishment of training bases by schools and enterprises can achieve precise alignment between the training standards and the requirements of enterprise positions. For instance, Geely University and Space Time Roadway Company have collaborated, integrating the "Flight Vehicle Design and Manufacturing Specifications" of the enterprise into the training courses. During the training period, students participate in real parts manufacturing and inspection projects. After graduation, they can directly meet the job requirements of the enterprises. Among them, 85% of the students can independently undertake tasks within three months after joining the company, and more than a quarter of the students directly enter high-quality units such as state-owned enterprises for employment [5].

1.4. Common requirements for professional construction and development of applied universities

The joint construction of training bases by schools and enterprises is an important path for the professional construction of applied universities, which can cultivate high-quality professional talents that meet the needs of the industry. Applied universities need to achieve synchronous resonance between professional construction and local economic and social development through curriculum innovation and optimization. The Aerospace College of Jili University, relying on the strategic construction of the low-altitude economic corridor in the Chengdu-Chongqing region, has jointly built training bases with 12 aviation enterprises in the region. It has

restructured the curriculum system according to the job requirements of enterprises, transformed enterprise core business modules such as "Drone Flight Control" and "Low-altitude Airspace Management" into training courses, and achieved zero-distance connection between professional construction and industrial development [6].

2. Analysis of the advantages of joint construction of training bases by schools and enterprises

Training is the core mode of practical skills and engineering practice training, which is a systematic training carried out under the overall management of the school in accordance with the requirements of social talent cultivation. Aviation enterprises have a strong demand for professional compound application talents, and the joint construction of training bases by schools and enterprises is an effective platform for cultivating such talents. Its core advantages are reflected in the following aspects:

2.1. Achieving simulated production effects and a strong corporate culture atmosphere

The joint construction of training bases by schools and enterprises can reproduce the real production and management environment, allowing students to carry out skills training in scenarios close to actual operations according to job requirements, effectively enhancing operational skills and overall qualities. More importantly, by integrating corporate culture concepts, creating a realistic professional environment, it helps to enhance students' professional qualities. During the cooperation between Geely College and Space Time Roadway Company, the company's "safety first, striving for excellence" cultural concept was integrated into the training management. In terms of training site layout, operation process norms, and assessment evaluation standards, it was fully benchmarked against the enterprise. During the training period, students were required to strictly abide by the enterprise's attendance system and safety operation procedures. This immersive training significantly enhanced students' professional identity. According to the school's follow-up investigation, students trained through this model had an average job adaptation period of 2 months after entering the position, which was much shorter than the industry average of 6 months, and the enterprise satisfaction rate reached 92%.

In the construction of training bases, "closely following practical operations" is the core principle. Most universities will invite industry experts or enterprise executives to participate in the planning and teaching guidance of the bases, fully simulating the enterprise production environment. The aviation training base of Geely College invited senior engineers from Wofei Changkong to serve as training advisors, and built the training site according to the layout of airline maintenance workshops, equipped with maintenance tools and detection equipment synchronized with the enterprise, and students were required to complete maintenance work orders and technical document compilations consistent with those of the enterprise during the training. This effectively improved the standardization and practicality of practical operations.

2.2. Master the enterprise's information technology and continuously develop new training projects

The joint establishment of training bases by schools and enterprises enables real-time tracking of the enterprise's market operation dynamics, timely introduction of the latest technologies, and development of cutting-edge training projects, ensuring that students master the latest industry skills. The aviation industry technology updates rapidly. Take unmanned aerial vehicle technology as an example, new models and new control systems are put into application every year. The joint cooperation between Geely College and Wofeng

Changkong can achieve synchronous updates of technology and teaching. During the cooperation between Geely College and Wofeng Changkong, the latest developed multi-rotor unmanned aerial vehicle control system by the enterprise was introduced into the training courses. Students participated in real projects such as unmanned aerial vehicle mapping and power line inspection during the training, not only mastering core operation skills, but also participating in the proposal of enterprise technical optimization suggestions. Three of the students' creative ideas were adopted by the enterprise and applied to product upgrades [7].

2.3. It is conducive to the construction of open training bases and better serves enterprise training

The joint establishment of training bases by schools and enterprises has an open feature, which can simultaneously meet the needs of school skills training and enterprise employee training, becoming an important window for industry exchanges. The openness of the training base needs to take into account both timeliness and content. The training plan can be flexibly adjusted according to the enterprise's development needs. Many schools independently plan training facilities and equipment according to the enterprise's requirements, and some projects are directly invested and constructed by the enterprise. The aviation training base jointly established by Geely College and Wofeng Changkong, with equipment such as unmanned aerial vehicles and flight simulators invested by the enterprise, is managed by the school for the site and teaching management. The base not only provides training services for school students but also provides technical testing, talent training, etc. services for regional small and medium-sized aviation enterprises, becoming a technical support platform for regional aviation industry development.

2.4. It is conducive to the utilization of enterprise resources and accelerating the construction of training equipment

The industry resources of the aviation industry are scarce. The cooperation between schools and enterprises can achieve efficient integration of teaching resources and industry resources. Aviation enterprises have a large number of employees who need professional training each year. If enterprises conduct training on their own, they face problems such as insufficient teachers, limited facilities, and high costs. However, with the teaching advantages and management experience of schools, they can provide systematic training services for enterprises. Geely College has established a "equipment sharing, teacher mutual recruitment" mechanism. The enterprise invests idle aviation component processing equipment into the training base, while the school provides services such as employee education and technical training for enterprises. This resource complementation model not only accelerates the equipment construction of the training base but also reduces the operating costs of both parties, significantly enhancing the sustainable development ability of the training base.

3. Research status and existing problems of jointly establishing industry-education integration training bases by universities and enterprises

In vocational education abroad, the construction of industry-education integration training bases has formed a mature model. The "dual-track system" in Germany and the "cooperative education" model in the United States have achieved remarkable results. Based on foreign experience, China has carried out a series of explorations in combination with local realities, and domestic experts and scholars have also conducted relevant research: Li Jianshu et al. conducted an experimental project on the construction of industry-education integration training bases using the apprenticeship model; Feng Fan et al. proposed a construction

model for the industry-education integration training base of new energy vehicles; Jin Xiaofeng et al. constructed a brand-new framework for training base construction; Wang Yuan Dong et al. analyzed the common problems in the construction of industry-education integration training bases in vocational education; Guan Ying et al. discussed the issues of school-enterprise cooperation models and the operation management of training bases. Although the research results are abundant, there are still many problems in the construction of industry-education integration training bases for aviation-related majors:

3.1. The depth of industry-education integration is insufficient, and the cooperation model is single

At present, the country has increased policy and financial support for vocational education. Most vocational colleges have established training bases with enterprises, but the cooperation models are relatively simple, mostly based on order-based training. The deep integration is insufficient. Schools aim at cultivating talents as the core goal, while enterprises aim at maximizing market benefits. This goal difference makes it difficult for school-enterprise cooperation to form a synergy. For example, the cooperation between some universities and aviation enterprises only stops at providing internship positions and accepting graduates, and has not involved deep-level cooperation such as course co-construction and technological research and development. The teaching value of the training base has not been fully exerted. According to the survey, among the training bases for aviation-related majors in private colleges in the Chengdu-Chongqing region, only 35% have achieved precise alignment of the curriculum system with the job requirements of enterprises, while the rest still rely mainly on traditional teaching content.

3.2. Lack of effective management system to ensure the sharing of training bases jointly established by schools and enterprises

The construction models of training bases jointly established by schools and enterprises are diverse, including joint management by both parties, enterprise funding for school management, and enterprises providing facilities while schools providing land. However, there is a widespread problem of incomplete management mechanisms. Both parties in the cooperation lack clear division of responsibilities and rights, and conflicts are prone to arise in aspects such as training arrangements, equipment maintenance, and benefit distribution [8]. For instance, some training bases struggle to ensure students' training time due to the busy production schedules of enterprises; while in the training teaching process of schools, there may be differences in operation norms compared to the production requirements of enterprises, affecting the training outcomes. Moreover, the operation of training bases involves enterprise asset management and profits. If there is no scientific benefit distribution mechanism, it is likely to lead to unstable cooperative relationships. According to statistics, the average cooperation duration of training bases jointly established by schools and enterprises in China is only 3.5 years, and the proportion of cooperation terminations due to incomplete management mechanisms is as high as 42%.

3.3. There are few studies on the industry-education integration training bases for aviation-related majors in applied undergraduate colleges

The construction of aviation-related training bases faces high market risks, with large equipment investment, rapid technological updates, and high safety requirements, resulting in relatively scarce targeted research. Currently, domestic experts and scholars mostly focus on the research of general industry-education integration training bases, while there are few specialized studies on aviation-related majors, and no complete research mechanism has been formed. How to achieve effective integration of aviation training bases with

enterprises, while ensuring teaching quality and creating certain economic benefits for the school; how to strengthen the cost control and maintenance of special equipment, and solve management problems through resource sharing, etc., are all issues that need in-depth research in the construction of aviation training bases in applied universities.

4. Scheme design for the construction of aviation industry-education integration training base

4.1. Adopt a model combining theory and practice

Through literature research and field investigation, drawing on advanced foreign experience and combining with the actual situation of China's aviation industry development, a characteristic-based model for the construction of industry-education integration bases was constructed. First, systematically collect data and information such as the development status, talent demand, and technical standards of aviation-related production enterprises, and formulate a scientific research plan and cooperation mechanism. During the construction of the aviation training base at Jili University, the university conducted a 6-month investigation of over 10 aviation enterprises in the Chengdu-Chongqing region, forming a 30,000-word investigation report, which clarified the talent demands of the enterprises in areas such as maintenance technology, flight control, and airspace management, providing a solid basis for the formulation of the training base construction plan. After the school and the enterprise determined the cooperation intention, through multiple rounds of communication and negotiation, the training base construction plan was determined, and the rights and responsibilities of both parties in terms of capital investment, equipment provision, teacher allocation, and teaching management were clarified. In the specific operation stage, improve the operation management model, establish various management systems, and achieve efficient utilization of resources. Finally, regularly summarize the problems existing in the cooperation and optimize the cooperation strategy. In the cooperation between Jili University and a certain aviation enterprise in Sichuan, a school-enterprise cooperation symposium was held every quarter to communicate on the setting of training courses [9], equipment maintenance, and student performance, promptly adjust the cooperation plan, and continuously optimize the operation effect of the training base.

4.2. Adopting the action research method

Through the construction practice of the industry-academia integration training base, guide both the school and the enterprise to carry out institutional innovation, improve the operation management mechanism of the base, and solve the prominent problems in actual operation. During the construction of the training base, timely summarize management experience to provide reference for subsequent construction. For example, in response to the high maintenance cost of special aviation equipment, Jilin University and enterprises such as Wofei Changkong jointly established the "Equipment Grading Maintenance System", which divides maintenance levels based on equipment usage frequency and technical complexity, clearly defines the maintenance responsibilities and cost-sharing ratio between the school and the enterprise, reducing equipment maintenance costs by 30% and maintaining the equipment integrity rate above 98%.

In the construction of the industry-academia integration training base, it is necessary to precisely define the teaching objectives and plans, ensure that the training base has sufficient adaptability to the aviation industry market, resolve the contradictions between industry and education through standardized management systems, and achieve resource sharing and complementarity. At the same time, it is necessary to ensure the normal

production and maximization of benefits of enterprises, forming a virtuous cycle of "teaching promoting production and production supporting teaching". In the cooperation between Chengdu Aviation Vocational College and airlines, the student training and enterprise production tasks are combined organically. While students complete the training tasks, they also participate in some simple production work of the enterprise, which not only improves their practical ability but also reduces the labor cost for the enterprise, achieving mutual benefit and win-win results between the school and the enterprise.

5. Construction contents of aviation-related professional industry-academia integration training base

5.1. Exploring the operation mode of jointly building and sharing aviation-related professional industry-academia integration training bases by application-oriented colleges and enterprises

Through comprehensive research on aviation production enterprises, clarify the cooperation direction, and establish a school-enterprise joint construction and sharing cooperation mechanism. The school combines the enterprise's production needs and uses enterprise production equipment and industry resources to carry out professional talent training. In the cooperation agreement, key issues such as the functions of both parties, the proportion of funds and equipment investment, and the ownership of profits and losses need to be clearly defined, balancing the usage rights of the training base. During the operation of the training base, teaching resources are reasonably arranged, taking into account both the enterprise production plan and the needs of student training. The aviation training base of Jilin University adopts the "off-peak training" model, where enterprise production is in peak season, production tasks are prioritized, and students conduct training in the evenings and weekends; in the off-season, the duration of student training is increased, and students participate in the core production processes of the enterprise. This model not only ensures enterprise production efficiency but also ensures the quality of student training, achieving the organic integration of theoretical teaching and practical production.

5.2. Collaborate with enterprises to jointly build and share the vocational cultural connotations, and establish a set of management systems for the integrated education and training bases

In the construction of the training base, it is necessary to identify the convergence point between the teaching system and the production system, optimize the cooperation model, and achieve the deep integration of theoretical knowledge and practical application. The management system construction should cover multiple dimensions such as culture, equipment, and personnel:

The equipment management system is the core, and strict usage norms need to be formulated for equipment and spare parts management in the aviation field. For example, special equipment operation must follow safety operation norms, hydraulic pipeline operation and aviation fuel usage need to establish standardized procedures, and pressure vessels need to be regularly inspected. At the same time, a complete equipment and spare parts technical file should be established, including equipment certificates of conformity, structural history books, composite material replacement and inspection records, and hot press tank maintenance and renovation records. The Aviation Training Base of Jili University has established a digital equipment management system, which records the entire process of each equipment's purchase, use, maintenance, and repair, achieving the refinement and standardization of equipment management.

To implement the fundamental task of fostering virtue and cultivating talents, it is necessary to strengthen the cultural construction of the training base. Through publicity boards, special lectures, and skill

competitions, students can understand the development process of China's aviation industry and remember the mission and responsibility of "aircraft for the country". At the same time, the cultural connotation of enterprise development is introduced to enable students to clearly understand the job requirements and cultivate a sense of labor and professional spirit. The Aerospace College of Jili University has set up an "Aviation Culture Corridor" in the training base to display the development process of China's aviation industry from nothing to something and from weakness to strength, and regularly invites aviation enterprise labor heroes and technical experts to give lectures to stimulate students' professional pride and responsibility.

In terms of the personnel management system, it is necessary to enhance the core quality, learning ability, and skill structure of the staff through practical training guidance. Establish a "dual-qualified" teacher team building mechanism, where school teachers need to be regularly sent to enterprises for on-the-job training, and enterprise technicians need to participate in teaching training and take on the role of practical training instructors after obtaining teaching capabilities. Jili University stipulates that aviation-related professional teachers need to spend no less than 2 months on on-the-job training at the cooperative enterprise each year. In the past three years, 15 teachers have obtained industry qualifications such as aircraft maintenance and flight control. At the same time, 12 senior engineers from the enterprise are hired as part-time teachers to undertake the teaching tasks of practical training courses, effectively enhancing the professionalism and practicality of practical training.

5.3. Both the school and the enterprise jointly build teaching resources and improve the educational function of the industry-education integration training base

In the construction of the cooperation platform, the school needs to clearly define the direction of talent cultivation and the practical teaching goals, establish a standardized training system, and comprehensively enhance students' production skills, vocational skills and service skills. By combining the production situation of aviation enterprises, project development and technical transformation are carried out, and practical integrated textbooks are compiled based on excellent cases to achieve the three-dimensional and standardized nature of teaching work. Geely College and the cooperation enterprises jointly compiled 6 practical training textbooks such as "Drone Maintenance Technology" and "Low-altitude Airspace Management Practice", covering the core technologies and job standards of the enterprises, effectively enhancing the targeted nature of teaching.

Enhance the educational value of the training base by promoting teaching innovation and optimization to cultivate high-quality applied talents. The Aerospace College of Geely College has constructed a four-level training system of "basic training - specialized training - comprehensive training - on-the-job internship", where the basic training stage cultivates students' basic operational skills, the specialized training stage conducts skill training for specific positions, the comprehensive training stage develops students' ability to solve complex problems through project-driven methods, and the on-the-job internship stage enables students to complete role transformation in real enterprise positions. Since the implementation of this system, the pass rate of students' vocational skills certificates has reached 95%, and the employment rate of graduates has remained above 96% for three consecutive years. Among them, 60% of the students have joined the cooperation enterprises and industry leading enterprises.

6. Conclusion

The joint construction of industry-education integration training bases by schools and enterprises for aviation-related majors is an inevitable requirement for the high-quality development of applied undergraduate

education and also an important support for the cultivation of talents in the aviation industry. During the construction process, it is necessary to establish a complete operation mode and management mechanism, optimize resource allocation, and deepen the level of school-enterprise cooperation. Through methods such as equipment sharing, mutual employment of teaching staff, and joint construction of courses, a deep integration of teaching and production is achieved. On the one hand, this enables teachers and students to gain practical experience in actual production, enhancing their practical abilities and innovative consciousness. On the other hand, it helps enterprises solve problems such as talent shortage and technological research and development, and promotes industrial upgrading. In the future, it is necessary to further strengthen the specialized research on the industry-education integration training bases for aviation-related majors, continuously optimize the construction plans, improve the quality of talent cultivation, provide a solid talent guarantee for the high-quality development of China's aviation industry, and truly achieve the goal of school-enterprise cooperation in talent cultivation and coordinated development.

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