

# Research and Practice on the "Three-Integration" System and Mechanism in the Context of High-standard Development of Modern Professional Education

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**Keywords:** Modern Professional Education; High-Standard Development; "Three-Integration" System and Mechanism; Optimization Strategy

**Abstract:** In the critical period of high-standard development of modern professional education, the effective construction of "Three-Integration" system and mechanism is of great significance. This article focuses on the "Three-Integration" system and mechanism under the background of high-standard development of modern professional education. In this article, the literature research method is used to sort out the relevant research status, and the theoretical basis of "Three-Integration" system and mechanism is deeply analyzed by theoretical analysis. Furthermore, the current situation and problems of "Three-Integration" system and mechanism are analyzed by combining the survey data. It is found that there are some problems in the industry-academic integration, such as low enterprise participation, the lack of certificate norms and the uneven distribution of resources in the integration of education and training. The article then puts forward some optimization strategies, such as perfecting the policy support system, strengthening the cooperation of multiple subjects, optimizing the allocation of resources and improving the quality assurance and assessment mechanism, in order to promote the perfection of the "Three-Integration" system and mechanism and help modern professional education achieve high-standard development.

## 1. Introduction

Under the background of rapid economic and social development and industrial transformation and upgrading, the high-standard development of modern professional education has become a key force to promote national economic growth and improve the quality of human resources [1]. High-quality professional education can not only deliver a large number of high-quality technical and technical talents to meet the needs of the industry for the society, but also be an important cornerstone for realizing educational equity and building a lifelong education system [2]. "Three-Integration" system and mechanism, as the core content of the reform and development of modern professional education, covers many key areas such as the industry-academic integration, the integration of documentary evidence and the combination of education and training [3]. The industry-academic integration aims to break the barrier between education and industry and realize the seamless connection between talent training and industrial demand. Documentary evidence financing is committed to building a bridge between academic certificates and vocational skill level certificates to enhance students' employment competitiveness [4]. The combination of education and training emphasizes the organic combination of academic education and vocational training to meet the diverse learning and development needs of social members.

At present, modern professional education in China still faces many challenges and problems in the process of promoting the construction of "Three-Integration" system and mechanism [5]. Problems such as inadequate policy implementation, low enthusiasm of enterprises to participate, lack of effective convergence of documentary evidence and imperfect combination mode of education and training have seriously restricted the in-depth development of "Three-Integration" system and mechanism, and thus affected the realization of high-standard development goals of modern professional education [6].

Under this background, it is of great practical significance to carry out in-depth research and practice of "Three-Integration" system and mechanism under the background of high-standard development of modern professional education. The purpose of this study is to thoroughly analyze the relevant theoretical basis, comprehensively sort out the current situation and problems of the "Three-Integration" system and mechanism, and put forward targeted optimization strategies, so as to provide support for promoting the high-standard development of modern professional education in China and help China to move from a big professional education country to a strong professional education country.

## **2. High-standard development of modern professional education and the theory of "Three-Integration" system and mechanism**

The high-standard development of modern professional education relies on many theoretical bases. The theory of human capital emphasizes the important role of education in economic growth, and promotes workers' skills through professional education, thus promoting economic development. This points out the direction for the high-standard development of modern professional education, that is, to cultivate high-quality talents to meet the market demand [7]. Life-long education theory breaks through the limitation of traditional education stage, promotes professional education to run through one's career, and promotes continuous innovation of professional education to meet one's continuous learning needs.

"Three-Integration" system and mechanism also have its solid theoretical support [8]. From the perspective of industrial economics, the industry-academic integration conforms to the law of industrial development, and the cooperation between enterprises and schools can realize resource sharing and complementary advantages, reduce the cost of personnel training and use, and enhance industrial competitiveness. Under the theory of educational measurement and assessment, documentary evidence integration can accurately measure students' professional ability through a scientific certificate assessment system, and provide a basis for talent selection and use [9]. Adult learning theory provides guidance for the combination of education and training, and training according to adult learning characteristics can improve the training effect and meet the diverse learning needs of adults.

The high-standard development of modern professional education is closely linked with the system and mechanism of "Three-Integration" [10]. The goal of high-standard development determines the construction direction of "Three-Integration" system and mechanism. As the realization path, the effective operation of "Three-Integration" system and mechanism can promote the deep integration of education and industry, improve the quality of personnel training, and thus promote the high-standard development of modern professional education. The two promote and complement each other, and jointly build a new pattern of modern professional education development.

## **3. "Three-Integration" system and mechanism of the status quo and problems analysis**

In the process of high-standard development of modern professional education, "Three-Integration" system and mechanism have made some progress, but at the same time, many problems have been exposed, which seriously restricts the further development of professional education [11]. As an important part of the "Three-Integration" system and mechanism, the industry-academic integration has been widely concerned and promoted in recent years. Most vocational colleges have established cooperative relations with enterprises and carried out activities such as order classes and joint construction of practice and training bases. However, in-depth investigation found that there are still many problems in the industry-academic integration. The enthusiasm of enterprises to participate is not high, mainly because the economic benefits from participating in the industry-academic integration are not obvious, and there is a low degree of matching between talent training and enterprise needs. In terms of schools, the professional settings of some colleges are not closely connected with the industrial demand, and the updating of teaching

content lags behind. Taking Table 1 as an example, the survey selected 50 vocational colleges and 100 enterprises. The data shows that only 30% of enterprises think that participating in the industry-academic integration is of great help to the development of enterprises, while as many as 60% of vocational colleges say that enterprises are not deeply involved in the formulation of talent training programs in cooperation with enterprises.

Table 1: Survey on the Cooperation between Vocational Colleges and Enterprises in Industry-Education Integration

Survey Item	Specific Situation	Proportion
Degree of Helpfulness to Enterprise Development as Perceived by Enterprises Participating in Industry-Education Integration	Highly helpful	30%
	Moderately helpful	50%
	Slightly helpful	20%
Depth of Enterprise Participation in Talent Cultivation Program Development as Feedback by Vocational Colleges	Deep involvement (comprehensive leadership and in-depth participation in curriculum design, etc.)	10%
	Moderate involvement (partial participation in curriculum design, etc.)	30%
	Low involvement (only providing suggestions)	60%

The purpose of documentary evidence financing is to get through the connection between academic certificates and vocational skill level certificates. At present, some colleges and universities have carried out the pilot work of documentary evidence integration, and integrated the vocational skill level standard into the curriculum system. However, the problems in practice are prominent. On the one hand, there are many kinds of vocational skill level certificates and lack of unified norms, which makes it difficult for students and institutions to choose. On the other hand, there is a disconnect between academic education and certificate training content, and some certificate training content can not be effectively infiltrated in daily teaching, which leads students to invest a lot of extra time and energy in textual research. In order to present these problems more clearly, Table 2 is made, and the survey involves 30 colleges and 500 students who have carried out the pilot project of documentary evidence integration. From the data in the table, it can be seen that over 70% of colleges and universities say that the variety of certificates brings troubles to the choice of colleges and universities, and about 80% of students think that the content of certificate training is out of touch with daily teaching.

Table 2: Survey Analysis of Issues Faced in the Integration of Academic Certificates and Vocational Skills Certificates

Survey Item	Specific Situation	Proportion
Influence of Certificate Types on Selection as Feedback by Institutions	Too many types, making selection difficult	72%
	Appropriate types, no selection difficulties	28%
Relationship Between Certificate Training Content and Daily Teaching as Feedback by Students	Disconnected, requiring a significant amount of additional study time	81%
	Partially disconnected, requiring a small amount of additional study time	15%
	Closely integrated, requiring no additional study time	4%

The combination of education and training emphasizes the organic combination of academic education and vocational training. At present, most vocational colleges have a certain training ability and have carried out various training programs for the society. However, the combination of education and training is facing the problem of unbalanced resource allocation. The high-quality teaching resources in the school mainly tend to be academic education, and the resources such as teachers and equipment for vocational training are relatively insufficient. Furthermore, there is information asymmetry between the training market demand and the training supply of colleges and universities, so it is difficult for colleges and universities to accurately grasp the market demand for training content and training time, which leads to poor training effect, and the employment or career promotion effect of students after training is not significant.

#### 4. "Three-Integration" system mechanism optimization strategy

In order to promote the high-standard development of modern professional education and solve the existing problems of "Three-Integration" system and mechanism, it is necessary to formulate optimization strategies from various aspects. The government should introduce more detailed and operational policies and regulations, and increase the support for the "Three-Integration" system and mechanism. For example, for the industry-academic integration, a special subsidy fund will be set up to give tax incentives and financial incentives to actively participating enterprises. Enterprises should clearly define their responsibilities and obligations to participate in vocational education, and government departments need to formulate incentive policies to improve the enthusiasm of enterprises. In the aspect of documentary evidence integration, the standard of vocational skill level certificate is unified and standardized, and the certificate certification and supervision system is constructed. For the combination of education and training, policies are introduced to guide colleges and universities to rationally allocate academic education and vocational training resources and encourage social forces to participate in training.

It is very important to build a cooperative mechanism among government, enterprises, schools and trade associations. The government plays an overall coordinating role and builds a communication platform. Enterprises are deeply involved in the whole process of talent training, and work with schools to formulate talent training programs and develop courses. The school adjusts the specialty setting and teaching content according to the needs of enterprises. Trade associations play a bridge role and provide information such as industry trends and talent demand. Taking Table 3 as an example, the main responsibilities of each subject in different aspects of "Three-Integration" are clearly presented to promote the efficient development of cooperation.

Table 3: Responsibilities Division among Multiple Entities in the "Three-Integration" System Mechanism

Entity	Responsibilities in Industry-Education Integration	Responsibilities in the Integration of Academic Certificates and Vocational Skills Certificates	Responsibilities in the Integration of Education and Training
Government	Formulate policies and regulations, establish special funds, and coordinate all parties	Unify certificate standards and supervise certificate certification	Guide resource allocation and regulate the training market
Enterprises	Participate in talent cultivation program development and provide internship and training positions	Feedback on vocational skill requirements and participate in certificate development	Provide training instructors and clarify training directions
Schools	Adjust majors and teaching content, and jointly establish bases with enterprises	Integrate certificate standards into courses and organize students to take certificate exams	Allocate resources reasonably and carry out training projects
Industry Associations	Provide information on industry talent demand and guide school-enterprise cooperation	Formulate industry skill standards and assist in certificate promotion	Issue training demand reports and evaluate training quality

Optimizing resource allocation is the key to ensure the effective operation of "Three-Integration" system and mechanism. In terms of teachers, schools are encouraged to introduce high-skilled talents from enterprises as part-time teachers, and at the same time, teachers from schools are sent to enterprises for post-employment training to increase the proportion of "double-qualified" teachers. Schools should increase investment in updating teaching facilities and improve equipment utilization by establishing a sharing mechanism. In the construction of training base, schools and enterprises jointly build a training base with both teaching and production functions to provide students with a real practice environment.

Relevant departments should establish a scientific and reasonable "Three-Integration" system and mechanism quality assurance and assessment index system. It is evaluated from many dimensions, such as talent training quality, enterprise satisfaction, certificate passing rate and training effect. Relevant departments should regularly conduct assessment work, provide timely feedback on issues, and promote construction through assessment. For example, the assessment of

the effect of the industry-academic integration can be considered from the aspects of enterprise participation, talent training and enterprise demand matching; The assessment of documentary evidence integration focuses on the integration of certificate and academic education and the improvement of students' employment competitiveness. The combined assessment of education and training focuses on the utilization efficiency of training resources and the improvement of students' professional ability. By improving the quality assurance and assessment mechanism, we constantly optimize the "Three-Integration" system and mechanism to promote the high-standard development of modern professional education.

## 5. Conclusions

This article focuses on the "Three-Integration" system and mechanism under the background of high-standard development of modern professional education. On the theoretical level, the article clarifies the relevant theoretical basis for the high-standard development of modern professional education, such as human capital theory and lifelong education theory. Furthermore, this article expounds the theoretical support of "Three-Integration" system and mechanism, and analyzes the close internal logical relationship between them, which lays a solid theoretical foundation for the follow-up research.

In the analysis of the present situation and problems, this article discusses the present situation and problems in three aspects: the industry-academic integration, the integration of documentary evidence and the combination of education and training. In the industry-academic integration, the enthusiasm of enterprises is insufficient and the matching degree of talent training is low; Documentary certificate is lack of standardization and divorced from academic education; The combination of education and training has uneven distribution of resources and asymmetric information between supply and demand. These problems seriously restrict the development of "Three-Integration" system and mechanism, and then affect the achievement of high-standard development goals of modern professional education.

Aiming at the above problems, this article puts forward a series of optimization strategies. The government should improve the policy support system to provide a strong policy guarantee for the development of "Three-Integration"; Strengthen the cooperation of multiple subjects and unite the strength of all parties; Optimize resource allocation and improve resource utilization efficiency; Improve the quality assurance and assessment mechanism to ensure the effective operation of the "Three-Integration" system and mechanism. It is expected that through the implementation of these strategies, the system and mechanism of "Three-Integration" can be improved, which will inject strong impetus into the high-standard development of modern professional education, cultivate more high-quality technical and skilled talents to meet the needs of the industry, and push China professional education to a new height.

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