

RESEARCH ON THE PROBLEMS AND COUNTERMEASURES OF APPLICATION-ORIENTED UNIVERSITY SCHOOL-ENTERPRISE COOPERATION

Gu Jianqiang, Cai Jinhui, Chen Juan

Business School, Yangzhou University, Yangzhou, Jiangsu, China, 225009

Abstract: School-enterprise cooperation came into being in the process of social and economic development. The application of this model plays an important role in the talent training of applied universities. However, there are still some problems between colleges and enterprises, such as the lack of in-depth cooperation between colleges and enterprises and the lack of double qualified teachers. Therefore, school enterprise cooperation should start with improving government support, strengthening professional talent training and optimizing teacher structure, strengthen the relationship between schools and enterprises, and effectively promote the in-depth development of school enterprise cooperation in applied universities.

Keywords: Applied University, School enterprise cooperation, Problems and countermeasures

1 THE CONNOTATION OF SCHOOL-ENTERPRISE COOPERATION

School-enterprise cooperation is a cooperation model established by schools and enterprises. It focuses on cultivating students' theoretical quality, comprehensive ability, and employment competitiveness, and makes full use of the two channels and resources of schools and enterprises, as well as their advantages in talent training. Close integration of theory and practice throughout the education process of students to improve the quality of education and the quality of students, and enhance the possibility of two-way choice between enterprises and graduates, and ultimately promote social and economic development.

In October 2015, the Ministry of Education, the National Development and Reform Commission, and the Ministry of Finance jointly issued the Guiding Opinions on Guiding Some Local Ordinary Undergraduate Universities to Transform to Application-oriented, proposing to promote the transformation of ordinary undergraduate universities in various regions to applied technology-oriented and vocational education Suggestions. This suggestion gives a clear development direction, that is, the transformation from general education to individual application education. School-enterprise cooperation adapts to the needs of society and the market. Through enterprise feedback and needs, the school trains talents in a targeted manner, combines market orientation and focuses on students' practical skills, so as to better cultivate talents needed by society. Furthermore, school-enterprise cooperation is a win-win model. School-enterprise cooperation can share information and resources between the school and the enterprise. The school uses the equipment provided by the enterprise, and the enterprise does not have to worry about the problem of space for training talents. It is recognized that students can organically integrate what they learn in school with the practice of the

enterprise and learn from each other's strengths. Effective ways to train applied talents are recognized and adopted by various applied universities, and are worthy of development.

2 Problems in school-enterprise cooperation

2.1 School-enterprise cooperation is not deep enough

(1) Insufficient national policy support. In the process of participating in school-enterprise cooperation, there is a lack of guarantees and support from policies and regulations. Although the state has put forward some supporting policies, most of these are encouraging and guiding policies and are not mandatory and binding in the legal sense. Insufficient guidance on actual work. In addition, the government's financial allocation for school-enterprise cooperation is limited, and some learning hardware equipment and teaching conditions are not up to standard. In order to actively respond to market requirements and lower the threshold, the training of students' technical capabilities does not meet the requirements of the company, which greatly reduces the company's willingness to participate.

(2) As far as schools are concerned, on the one hand, the conversion rate of scientific research results is not high; on the other hand, school-enterprise cooperation cannot keep pace with the times. Many schools cannot meet the requirements of market development, and the teaching content is out of touch with workplace needs, which cannot meet the needs of enterprises. The actual combat requirements. As far as enterprises are concerned, some local enterprises have a poor sense of social responsibility, and they believe that school-enterprise cooperation is almost unprofitable. There are two main reasons. One is that enterprises believe that the education cost of school-enterprise cooperation is high, and the enterprises that have invested a lot of money in training talents may not choose the enterprises to train them after graduation. The second is that companies rely too much on the government, hoping that the government will provide strong support in terms of policies and funds, so as to reduce their own costs. Therefore, for school-enterprise cooperation projects that cannot improve the production efficiency of the enterprise in the short term, their enthusiasm and initiative to participate will be reduced, and they may even stop midway.

(3) The students' right to choose is lacking, and their interests are easily violated. If the school-enterprise cooperation is carried out smoothly, students will benefit the most, and at the same time students will be the most vulnerable and vulnerable. Some companies treat students as cheap labor and engage in repetitive labor for a long time without professional skills training. This leads to students' resistance and reluctance to participate in school-enterprise cooperation projects.

2.2 The curriculum is not perfect

On the school side, curriculum development has not broken through the setting of subject courses. The work of curriculum development is almost entirely undertaken by teaching experts. The disconnection is serious, and student learning cannot be integrated with the requirements of enterprises. On the enterprise side, the awareness of enterprises to actively participate in curriculum development

is not strong. Experts are too busy with the internal work of the company, it is difficult to share the energy to participate in the development of the course.

2.3 The lack of dual-qualified teachers supporting practical courses

Most of the teachers have just graduated and entered colleges and universities. They have not received professional training and have no practical experience in working in enterprises. They have set foot on the front line of teaching, although some teachers have enterprise practice. Experience, but the time is very short, the operation is not proficient, and the skills are not strong enough to achieve the ability of the company to operate in fixed positions. Coupled with the heavy teaching tasks of the school, teachers have been in teaching positions for a long time, are out of touch with social development, do not understand the frontiers of the development of related industries, and the teaching content appears to be more outdated. Due to problems such as tight funding and policy strength, teachers have not fully mobilized the enthusiasm for participation. Individual teachers still have weak self-awareness and low enthusiasm for on-the-job training.

3 COUNTERMEASURES FOR SCHOOL-ENTERPRISE COOPERATION

DEVELOPMENT

3.1 Increasing state support

In order to solve the current shortcomings of school-enterprise cooperation, the government should first resolve the worries about school-enterprise cooperation in terms of related policies and financial allocations. The government should build a bridge of cooperation between schools and enterprises and coordinate conflicts of interest between schools and enterprises. On the one hand, the government can set up professional school-enterprise cooperation institutions, or create a platform for school-enterprise exchanges. On the other hand, the government needs to formulate relevant policies or laws to encourage schools and enterprises to actively explore school-enterprise cooperation. In addition, you can also specify corresponding incentive policies to commend schools and companies that have made outstanding contributions in the process of school-enterprise cooperation, so as to increase the enthusiasm and initiative of the two parties' cooperation.

3.2 Strengthen the training of professional talents

The training of various types of talents in our country must conform to the national conditions, local economic development and the needs of the talent market, and make adjustments in accordance with economic development institutions in different regions. Therefore, in professional development, while drawing on foreign advanced concepts, it is necessary to understand the latest developments in the industry. According to the needs of industry talents and employment conditions, both schools and enterprises jointly discuss the professional knowledge and job operation skills required for vocational positions, and build a new type The talent training method enables students to perfectly connect from the theoretical study in school to the practical study in the enterprise, and truly realize the cultivation

of high-quality professional skills-based talents. Specifically, in the early stage of school-enterprise cooperation, the school provides companies with documents such as basic student information, professional training plans, and curriculum arrangements, and the company provides corresponding cooperation methods and positions based on actual conditions. In the early stage, the company does not directly contact students, and mainly trains students through the development of appropriate training programs with the school. In the middle of school-enterprise cooperation, when students enter the company for internships, the school needs to know the students' work in the company in time and give appropriate guidance. The company needs to feed back the students' work to the school in time so that the school can make adjustments in the corresponding work. Improve. In the later stage of school-enterprise cooperation, most students will continue the school-enterprise cooperation and docking relationship through two-way selection. The company saves the cost of internship training, and harvests new employees who recognize the corporate culture, master skills, and adapt to the needs of the job, which is mutually beneficial and win-win.

3.3 Optimize the structure of faculty and build a dual-teacher team

On the premise of not affecting teaching, the school arranges teachers in batches to practice in the enterprise. By involving teachers in the operation of the enterprise, on the one hand, it can enhance the practical teaching ability of professional teachers and improve their own level. On the other hand, teachers can understand the development of the industry, so as to improve the teaching curriculum to tell students the latest trends in the industry, and achieve the combination of actual teaching and the frontier of the industry.

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In teaching activities, school teachers mainly guide students from a comprehensive perspective of professional foundation and professional knowledge, and encourage students to use the theoretical knowledge learned in the classroom to analyze and solve related problems in practice. Enterprise experts guide students from a technical point of view to enhance the pertinence and practicality of the internship process. Under the joint guidance of school-enterprise dual tutors, students have

strengthened the complementarity of their theoretical knowledge and practical experience, and improved the quality of teaching.

3.4 School-enterprise joint construction of internal and external training bases

The construction of on-campus practice bases and off-campus training bases is an indispensable teaching facility for vocational skills education. Both schools and enterprises should combine their respective educational resources and complement each other's advantages to make the on-campus and off-campus training bases more productive and pedagogical. School-enterprise clear division of responsibilities, the school organizes specialized personnel to be responsible for site, management and other work, the enterprise is responsible for equipment, technology, and teacher support, the enterprise and the school jointly formulate the content of the school practice, and fully simulate the students' interests and abilities to create a virtual reality The real work process stimulates students' enthusiasm and enables students to master professional skills.

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36 Improve the evaluation mechanism and innovate training methods

Establish a comprehensive performance evaluation system. It can be carried out in three aspects: evaluation from an objective perspective, joint evaluation by schools and enterprises, and comprehensive evaluation of students based on the characteristics of professional positions, job ability requirements and professional standards, and give certain training to the more excellent students or enterprise workers. award. Carry out more training, unite with other schools or enterprises, learn from each other, or organize school-enterprise team building.

3.7 Build a characteristic curriculum system

At present, there is a phenomenon that credits cannot guarantee the quality of learning in current education. In response to this phenomenon, schools must boldly reconstruct the content of the curriculum. (1) Break the original professional curriculum system, melt basic theories, skills knowledge, etc. into each link of the course teaching, reorganize the course learning content, add real cases or project tasks of the enterprise to the teaching, and students complete the project as required

Or tasks, exercise students' comprehensive application ability of multi-disciplinary knowledge, and complete the internalization and comprehensive application of knowledge. (2) Promote the "1+x" certificate system, and integrate, modify and improve the courses involved in the professional certificate with the curriculum settings in the original talent training plan. In addition, the acquisition of the certificate can be regarded as a learning result, and it can be recognized and converted, such as exempting some relevant credits, so as to stimulate students' enthusiasm. By participating in the construction of socialized vocational skills registration certificates, we will promote the teaching reform of professional talents, make talent training more in line with the needs of enterprises, cultivate compound talents who can smoothly adapt to positions after graduation, and provide excellent talents for local economic construction.

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