

## Research on the Application of Social Cooperation and Service in the Construction of Higher Education System

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**Keywords:** Social cooperation, Education system, Criterion for curriculum, Teaching process.

**Abstract:** With the continuous improvement of China's comprehensive national strength, China's education level has also been rapidly developed. Among them, the synchronous development of university education system and social service cooperation has become an inevitable trend. However, there are still some inconsistent phenomena with the development of enterprises in some universities. The phenomenon that enterprises interfere in running universities is serious, which is not conducive to the improvement of teaching quality in Colleges and universities. In this regard, this paper uses the method of comparative investigation to study the relationship between University and social cooperation and service, and studies the training objectives, curriculum standards, teaching process and other aspects, and puts forward corresponding solutions.

### 1. Research Background

#### 1.1 Literature review

Social cooperation and service is not simply to participate in public welfare activities or practice. It is an experience for college students, a transitional process from students to job seekers, from campus to society. However, many Chinese parents oppose students 'taking part in social practice or taking part-time jobs during their holidays. Most parents think that participating in social activities during college has less improvement on students' independent ability, social ability, coping ability and self-regulation ability (Pan and Xia, 2011). In view of this, relevant scholars have proposed that the only effective way for college students to improve their abilities in a short time is to integrate social services and cooperation into the education system and closely integrate practice with teaching content (Ma, 2012). In this regard, this paper also made the corresponding solutions, rational use and sharing of resources, enterprises regularly provide some technical and experienced staff to the school to give practical explanations. On the one hand, it can create a good classroom atmosphere, on the other hand, it can mobilize students' classroom enthusiasm (Zhang, 2012). In addition, it is not easy for schools to make social service cooperation meet the supply of talents. Social enterprises and schools need to work together to develop (Zhang, 2017). At the same time, we should achieve balanced development. Some colleges and universities are inconsistent with enterprises. Some colleges and universities are too seriously interfered by enterprises, which invisibly increases the risk of running schools. Some colleges and universities have different control standards for enterprises, and many enterprises will fake their interests in order to obtain opportunities to cooperate with universities (Wei, 2016).

#### 1.2 Purpose of research

At present, in the field of higher education in China, there is no perfect combination of University and social service and cooperation. Many colleges and universities still teach students according to the traditional teaching mode and devote most of their time to theoretical teaching. In addition, with the progress of science and technology, the education mode should also be constantly optimized. In foreign countries, parents and teachers will not interfere too much in students' learning thinking, mainly using the open democratic teaching mode based on practice and experiment. This will not only enhance students' ability of independent innovation, but also constantly develop students' potential. This paper attempts to discuss the impact of social service

and cooperation on universities by using the method of classification and comparison, and whether strengthening social cooperation and service can help students master their skills.

## **2. The Value of Social Cooperation and Service in Higher Education System**

Firstly, with the continuous progress of science and technology, China's education is developing more and more rapidly. Especially in the field of higher education, colleges and universities are assuming more and more social responsibilities. In addition, the ability of higher education to regional economic construction and social service development is determined by the social functions of universities (Xing, 2014). Based on the needs of regional economic and social development, to strengthen the function of regional social services, colleges and universities need to constantly improve their contacts with society and constantly renew and develop the power of student resources. Developing social service and cooperation in university education system, expanding students' social service skills, completing teaching tasks such as personnel training, cultural inheritance and innovation, as well as going out of the university social service cooperation system with local characteristics.

Secondly, the value of social service in higher education system is mainly reflected in strengthening cooperation and exchanges with local governments and regions. While exploring channels of cooperation, we should make every effort to cultivate high-quality talents who serve the society, the government and the people. Education is the foundation of people and the foundation of national development (Li, 2011). As a base for training high-quality talents, colleges and universities must keep abreast of the changes in the market demand for modern talents, constantly promote social progress and development, and do their utmost to ensure that talent education is the core of the smooth operation and development of social economy, as well as the leading force affecting the development of social progress and economy. Nowadays, how to provide intellectual support and talent supply for the society by social colleges and universities is a hot topic of common concern in all walks of life. However, while serving as a condensation of high-quality talents, colleges and universities also play the role of gardener to improve the quality of the labor force. However, in order to achieve the advantages of regional social and economic progress and development, it is necessary to gather more high-quality college students, which has become a law respected by all sectors of society (Yuan, 2018). Therefore, colleges and universities should regularly guide students and teachers in their career planning, positioning and comprehensive training. Once this model is opened, it will realize the integration of high-quality student resources and social and economic development, drive students' desire and demand for economic development, and thus promote economic growth.

Thirdly, China has a large population base and a vast space for talent development. At the same time, China's education level is also far higher than that of other developing countries to a certain extent. In the field of training technical application talents, every university in China has its own training mode and theoretical mechanism suitable for the development of its students, but there are some defects in the differences between social progress and economic development (Hu, 2018). Moreover, Chinese universities, influenced by certain national culture, need to be improved and optimized in terms of innovation objectives, development direction and innovation motivation. Therefore, while integrating social service and cooperation into the educational system, the key to solving the problem lies in the combination of theoretical knowledge and practical experience. In the construction of education system, social cooperation should learn from the strengths and weaknesses of social enterprises, provide employment opportunities for graduates, and provide some practical environment for students (Wang and Li, 2013). With practical work to constantly verify theoretical knowledge, better social cooperation, service and the construction of education system perfect combination.

### **3. Problems in the Application of Social Cooperation and Service in the Construction of Higher Education System**

Firstly, the upsurge of comparison between Chinese-style education and foreign education has just receded, and there are different ways of education at home and abroad. Because of the different nature of the country and the different level of science and technology between the developing countries and the developed countries, it will be affected by some historical factors, which will lead to the different treatment of different education methods. In higher education, the biggest difference between domestic and foreign universities is that foreign universities pay more attention to practical input, while Chinese universities still pay attention to theoretical knowledge professors. Therefore, in order to develop a system combining social services with higher education, we must first improve the openness of schools and always adhere to the development path suitable for our students. At the same time, social cooperation will provide more abundant teaching resources and practical teaching content for colleges and universities. Increasing the interaction between society and universities will promote the parallel development of students' majors and enterprises. However, from a certain point of view, the excessive interference of enterprises in Colleges and universities will seriously affect the training and education of students in Colleges and universities.

Secondly, there are serious differences between social development and demand development of colleges and universities. The purpose of cooperation between society and schools is strong, and there is interest relationship to a certain extent. As far as enterprises are concerned, they hope that colleges and universities will give them regular output of talents and meet the employment standards of the enterprises. At the same time, enterprises will compete for talents. Firstly, enterprises should be open to the outside world and strictly controlled when they enter schools. Enterprises without qualifications are not allowed to select talents from schools. Second, colleges and universities should adhere to the principle of teaching and educating people while having independence, and follow the law of development and change of the original school model.

Thirdly, at present, what enterprises lack is high-quality applied talents. At the same time, they should take part in certain social service activities, or enterprise practice and internship activities. Therefore, in order to cope with this phenomenon, colleges and universities should optimize their own teaching system structure and improve a talent training goal with the dual needs of social progress and economic development. In addition, a wide range of social cooperation will be generally accepted by major universities throughout the country, and school-enterprise cooperation has always been a more trusted way for students and parents to obtain employment. Therefore, strengthening the links between universities and social service cooperation will not only lay the foundation for students' employment development, but also provide more convenient channels for the realization of targeted talent training.

### **4. The Implementing Path of Social Cooperation and Service in the Construction of Higher Education System**

#### **4.1 Solving the problem of talents and realizing the goal of education and training in colleges and universities is in line with the needs of society**

Colleges and universities depend on the employment opportunities provided by enterprises, and enterprises depend on the output of talents provided by colleges and universities. There is a correlation between the two. Therefore, in order to better improve social progress and economic development, we must first solve the problem that university education is in line with the needs of social enterprises. If the education and training of colleges and universities are inconsistent with the needs of enterprises and do not get a certain planning and design, it will lead to the brain drain of enterprises, and the credibility of colleges and universities in society will be greatly reduced. In short, it is necessary to define the development goals of the two in order to better enable social and economic development. In addition, facing the increasingly saturated talent market, if colleges and universities want to find new ways to seek development, the types of enterprises they face should be more open, and the types of specialties within schools should also be complete. Combining with its

own objective development, it can meet the needs of social and economic development.

#### **4.2 Perfecting the curriculum system and realizing the coordination between the curriculum standards of higher education and social requirements**

At the same time of realizing social cooperation between enterprises and universities, it is necessary to integrate teaching courses with social needs. To cultivate the precise talents of professional counterparts, and to use scientific teaching theory to guide them to properly complete each task target. Achieving the coordinated development of university education curriculum standards and social needs is the key foundation for the completion of University and social services, and is also another major guarantee for providing employment opportunities for college students. Among them, there are two ways of coordination. Firstly, the standards of teaching courses in Colleges and universities should be embodied in the future employment goals of students. According to the social needs, we should set up corresponding professional courses and form a set of curriculum structure system with high pertinence. Secondly, the standards of teaching courses in Colleges and universities should meet the needs of students' interests and at the same time link up well with social enterprises. Employees of enterprises can come to school regularly to share some practical experience. In addition, teachers can also experience practical teaching in enterprises in order to do a good job in explaining professional courses. The curriculum standards of higher education can be systematically and professionally designed in layers to provide better teaching quality and resources for students. More enterprises have trained high-quality, high-quality application-oriented talents.

#### **4.3 Improve the quality of teaching and realize the unity of teaching process and social work in colleges and universities**

Practice is the only criterion for testing truth. Only by constantly finding and solving problems in work can we accumulate our experience. The key to the realization of University and social service is the teaching process. Only when the teaching process is paid attention to, can students be really trained. At present, the most prominent thing in the process of education and teaching is practical learning. Through school-enterprise training activities jointly run by schools and social enterprises, schools can not only enable students to get exercise in practice, but also enable students to increase their knowledge in social services. However, the difficulty lies in the lack of a scientific and efficient teaching model and the lack of conversion of teaching objectives and curriculum standards into students' autonomous teaching content. In addition, in order to improve students' social professional ability and accomplishment, it is necessary to enhance students' proficiency in mastering professional skills in the process of practice. Only in this way can we better realize the unity of the process of higher education and teaching and social work.

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