

Research on the Vocational Ability Training of College Students Based on the Community of School-Enterprise Cooperative Education

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Abstract: The formation of the school-enterprise cooperative education community is of great practical value to the cultivation of college students' professional ability. Through the change of traditional classroom teaching methods, it realizes the docking of professional skills and post skills, expanding the professional knowledge of college students, and enriching their professional skills. A new way is provided to exercise the emotional attitudes and personality qualities for the college students. To solve the practical problems in the cultivation of college students' vocational ability, we can start from the perspective of the school-enterprise cooperative education community. We can realize the cultivation of high-quality applied talents through the following ways: strengthening the leading role of the government, improving the laws and regulations of school-enterprise cooperation in educating people, and constructing the ecological circle of the college students' professional ability co-cultivation; Developing the ways and contents of the school-enterprise cooperation in educating people, promoting the width and depth of the college students' vocational ability training; Integrating the requirements of knowledge and ability, perfecting the curriculum system and giving full play to the effect of practical education; Building a high-quality teaching team, strengthening the construction of "double tutors" team, and ensuring the quality of the college students' vocational ability training

1. Introduction

The school-enterprise cooperation in China first started in vocational education, with the aim of improving the ability of the vocational education service industry. At present, vocational school-enterprise cooperation has explored some successful models. These models are to deepen the cooperation between schools and enterprises and improve the quality of applied talents. In recent years, in order to seek for their own development, ordinary colleges and universities are also actively exploring the cooperation between schools and enterprises. At the National Education Conference in 2018, General Secretary Xi Jinping emphasized the need to improve the economic and social development capabilities of education services, promote synergy between industry, university and research, and focus on cultivating innovative, composite and applied talents. The Ministry of Education's opinion on accelerating the construction of high-level undergraduate education to comprehensively improve the ability of personnel training (Teacher [2018] No. 2) pointed out that the mechanism of collaborative education is improved, and a talent cultivation mechanism that is more closely cooperating with the social employment department is established. [1] The construction of a school-enterprise cooperative education community plays an increasingly important role in improving the professional ability of college students, the level of college education and the cultivation of quality talents.

2. The Influence of School-enterprise Cooperation and Education Community on the Cultivation of College Students' Professional Ability

Professional ability is the comprehensive ability of people to show their professional activities. It is the integration of one's knowledge, ability and mental state. It is characterized by qualification, professionalism and career management. For college students, professional competence includes the

ability to acquire work, be competent, and develop at work. Du Zhanyuan, deputy minister of education, proposed at the 2017 Future Education Conference that in the era of artificial intelligence, education should focus on cultivating students' five abilities: self-learning ability, problem-solving ability, interpersonal skills, innovative thinking ability, and future planning. [2]

The professional ability of college students is a multi-level and multi-dimensional cross-combination. The overall overview can include four dimensions: one is the dimension of professional knowledge. In the process of transforming students from “student” to “professional”, the reasonable knowledge structure of the relevant occupations obtained through education and training, including knowledge acquisition and absorption ability, knowledge application and transformation ability, and professional expression ability. The second is the dimension of professional skills. This is the level of professional skills and abilities of college students, including the ability to perform tasks independently, the ability to practice, and the ability to analyze and solve problems. The third is the emotional attitude dimension. This refers to the ability of individuals to independently think, make explanations and judgements according to requirements and conditions, and to design their own development path in combination with internal and external conditions when faced with opportunities for development in occupation, family and social life. [3] Including morality, attitude, will, workplace rules, common sense, etc., especially refers to career planning ability, independent learning ability, acquiring new knowledge and new skills, and mastering the cognition of new methods. The fourth is the dimension of personality quality. Individuals have the values and behavioral norms required to engage in professional activities in the workplace, and are self-aware and self-controlling. That is, in the workplace, learn how to be a person and coexist with others, and gain the professional personality ability of people's love and cooperation.

The traditional classroom teaching is mainly based on the transfer of theoretical knowledge. Such teaching is not conducive to students' flexible application of knowledge. Li Zhimin, former director of the Science and Technology Development Center of the Ministry of Education, said that in the era of artificial intelligence, knowledge is open and can be searched and retrieved anytime and anywhere. Students need to learn how to extract new knowledge from existing knowledge and turn it into a new application. [4] Such thinking training is difficult to cultivate on a closed campus. Collaboration between universities and enterprises has achieved a dual-track integration and common education. Through the combination of learning, operation and innovation, the new approach to training courses has not only won sufficient teaching and practical resources for the school, but also integrated the essential requirements of college education. The demand for talents by enterprises has effectively expanded the external margins of classroom teaching and continuously optimized the internal structure. The breadth and depth of traditional classroom teaching have been greatly improved.

The British “Independent” has reported: “The superiority of college students has become history. In the current knowledge-based economy, it is impossible to talk on paper in the ivory tower. Contemporary graduates can only cope with the situation of the job market if they fully understand and analyze the employment market.” [5] School-enterprise cooperation and education community model is precisely the rejection of the ivory tower-style teaching model, linking students' on-campus curriculum learning with off-campus internship practice, while cultivating students' theoretical study Ability, practical ability, independent work ability and communication skills, such effective combination of professional skills and job skills have truly reduced the employment of college students, the employment rate has risen steadily, and the understanding of job requirements has improved.

Marx believes that “people are the sum of all social relations.” People are always in various relationships, and human development is inseparable from various social relationships. The school-enterprise cooperative education community has built a good open external environment for college students through external tutors, internship positions, practice bases, communication teams, and cooperation projects, which provides excellent external support for the development of college students and promotes college students. Moreover, in such a social relationship, college students

can enhance their emotional experience, improve their professional awareness and morality, and develop positive personality qualities by learning from teachers, learning from peers, and other interpersonal interactions.

3. Analysis of the Problems in the Cultivation of College Students' Professional Ability in the Current School-Enterprise Cooperation

To cultivate the professional ability of college students through the school-enterprise cooperation platform, we must rely on the effective resource advantages of the enterprise to consolidate the professional knowledge, exercise professional skills, form emotional attitudes and develop personality qualities of college students. Although China's school-enterprise cooperation and education are gradually becoming standardized and mature, and a large number of applied talents are cultivated, there are still many problems to be solved in practice.

Imperfections in policies and regulations have made it difficult for schools and enterprises to form effective interactions in the cultivation of college students' professional ability. Developed countries started earlier in strengthening the cooperation between schools and enterprises. In order to further develop the healthy cooperative relationship between schools and enterprises, developed countries have generally formulated corresponding policies, laws and regulations as a guarantee. [6] The Chinese government attaches great importance to the cooperation between schools and enterprises to cultivate applied talents. However, there are no relevant laws and regulations to provide guarantee for the cooperation between schools and enterprises. The administrative policies and regulations of local governments are also lagging behind. The leading role of the government has not been fully utilized. The lack of organization and coordination between the school and the enterprise has made the cooperation, responsibility and interest of the two parties unclear, which has affected the stability and closeness of the cooperation. In the process of cultivating college students' professional ability, the school is in an active position, and the enterprise often shows insufficient motivation, and the school and enterprise have not formed a true meaning.

Insufficient depth of school-enterprise cooperation leads to the cultivation of college students' professional ability can only be “empty talk theory”. School-enterprise cooperation and education are an important way to cultivate applied talents. Schools and enterprises have reached a consensus based on this point. In order to achieve the goal of talent cultivation, the two sides actively seek an effective cooperation model in order to meet the demand for high-quality applied talents. However, in practice, colleges and universities do not analyze the social and economic benefits of enterprises, which affects the foundation of in-depth cooperation. Often, schools pay attention to them, enterprises are cold, and school-enterprise cooperation is prone to short-term behavior. Moreover, enterprises have no risk to avoid the risk of brain drain in the process of cooperative education. Once the students are trained to “jump”, the manpower, material resources and financial resources of the enterprise can only be borne by the enterprise itself. The uncertainty of this income affects the enthusiasm of the enterprise. [7] Some enterprises only put forward the ability requirements for college students, and they did not effectively participate in the cultivation of college students' professional ability. Therefore, the cooperation between school-enterprise cooperation and the development of college students' professional ability is difficult and even in the form, and college students fail to improve their professional ability in practice.

3.1 The Mismatch between College Curriculum Setting and Job Requirements Affects the Practicality of College Students' Vocational Ability Training.

I often hear such a voice in college: “There is no use in school, it is not a business to learn from the beginning”, “the knowledge of learning is too theoretical, lack of practical use”, etc. These voices reflect that some courses in colleges and universities still Focusing on theoretical knowledge, it emphasizes the systematic and deductive nature of knowledge, and whether this knowledge is not applicable in the current enterprises is not conducive to the cultivation of college students' professional ability, and also neglects the needs of college students' career development. [8] At present, although colleges and universities offer practical courses, they fail to fully consider the

current status of enterprise or social development, often out of production practice, but only as an extension and supplement to theoretical classes. In the traditional mode of setting up the theoretical curriculum, the application of talents in the new era will be cultivated. The result will be time-consuming and labor-intensive, with little effect.

3.2 The Lag of School-Enterprise Co-Construction of Teachers Is Difficult to Guarantee the Quality of College Students' Professional Ability Training.

In colleges and universities, most teachers still focus on professional courses, and rarely participate in the production activities of enterprises. Often, there are insufficient theoretical and practical methods, and it is difficult to cultivate talents suitable for professional needs in a professional way. The practice instructors sent by the company lacked effective incentives, and because they did not understand the knowledge base of the students, the teaching results were not satisfactory. In the process of school-enterprise common education, the construction of the teaching staff is weak. Schools and enterprises often contact and communicate with teachers inside and outside the school in a simple way such as meetings, reports, and discussions. The integration of the teaching forces of both sides is insufficient, and the theoretical level of teachers' unbalanced development of practice ability, the school and enterprise have failed to truly achieve teacher exchange and resource sharing, and it is difficult to guarantee the quality of college students' professional ability training.

4. The Construction of the Vocational Ability Training Path of College Students Based on the School-Enterprise Cooperation and Education Community

School-enterprise cooperation and education are the behaviors of the two sides to voluntarily link and jointly build entities. With the smooth development and advancement of practice, the government needs to support the school-enterprise cooperation. In developed countries where school-enterprise cooperation is perfect, such as Germany and the United States, the promotion of the government and the protection of laws and regulations are indispensable. The school-enterprise cooperation and education community plays the role of $1+1>2$ in the cultivation of college students' professional ability. It is inseparable from the overall coordination of the government. The leading role of the government is the power source for school-enterprise cooperation and education. The government should learn from foreign experience, formulate a series of policies and laws and regulations that suit the national conditions, promote school-enterprise cooperation and educate people, and pass legislation to clarify the "rights and responsibilities" of the government, universities and enterprises.

The government should be responsible for the top-level design and provide the appropriate facilities. The government departments have issued policies and regulations to regulate the responsibilities, rights and obligations of enterprises in the cooperation between schools and enterprises, to give enterprises the main position in the cultivation of college students' professional ability, and to use preferential policies and financial support to mobilize the motivation of enterprises to participate in educating people. At the same time, we should do a good job in supervising and evaluating the cooperation between school and enterprise. Enterprises will give full play to their practical advantages, and send technical experts, entrepreneur representatives, and business managers to form practical instructors, focus on cultivating students' mastery of skills, and share resources with schools through practical training base construction and practical curriculum development. Promote the development of college students in professional literacy such as professional skills, responsibility awareness and team spirit. The university actively provides high-quality talents for enterprises, meets the needs of enterprises for social and economic benefits, finds the point of cooperation with enterprises, and exerts advantages in the transformation of scientific and technological achievements, promotion of advanced technologies, research and development of new products, and forms a benign relationship with enterprises. Governments, enterprises, and schools should work closely together to develop their own advantages and build a sustainable and healthy development of the vocational ability of college students.

The essence of school-enterprise cooperation and education community is the organization of interdependence and interaction between colleges and universities. Its connotation is to obtain complementary resources and promote the improvement of college students' professional ability while achieving a win-win situation for both schools and enterprises. In the process of collaborative education, the ways, methods and contents of cooperation between the two sides affect the breadth and depth of the cultivation of college students' professional ability.

Improve the coordination mechanism of college students' training objectives. Schools and enterprises should jointly formulate talent training standards and improve talent training programs according to the characteristics of college students and social needs. Starting from the four dimensions of college students' professional ability, comprehensively use school-enterprise resources to build an experimental practice training platform that meets the needs of professional skills; strengthen the development and construction of experimental teaching resources in schools, and build an intensive sharing and open experimental teaching platform; A network platform that interfaces with student internship information, solicits and publishes information on internship needs of enterprises and students, and provides services for students' internship practice. [9] Colleges and universities should further increase the proportion of practical teaching, promote the construction of practical education bases with enterprises, improve the collaborative management mechanism, effectively strengthen the management of the internship process, and cultivate applied talents that truly meet the needs of economic and social development.

The educational content, curriculum structure, and time setting of colleges and universities are crucial to promoting the development of college students' professional ability and achieving the goal of talent training in colleges and universities. Make full use of the advantages of school-enterprise resource sharing, and transform the quality education resources of enterprises into the content of college education. The professional curriculum arrangement should adjust the structural proportion of the theoretical and practical courses in combination with the needs of the post. When necessary, the school and the enterprise jointly develop dynamic courses, which must have theoretical and practical knowledge that meets the needs of specific posts, as well as broaden the horizons, multi-field, and multi-directional development; it must be based on the needs of current professional skills, but also Fully consider the new changes that industry development brings to professional skills.

The curriculum system should include basic theoretical knowledge education, on-campus internship training content, and practical learning that is truly involved in the enterprise. Basic theoretical knowledge education is the basis of students' professional knowledge, scientific literacy, innovative learning, etc., helping students to establish professional ideals and accumulating professional knowledge. On-campus internship training mainly refers to basic skills training, such as securities simulation training, ERP sand Table Practice training courses such as simulation, counting, expert lectures, skill sharing classes, etc., strengthen the cultivation of students' professional skills and improve the skills of students to apply what they have learned; the practical learning of enterprises is to use the school-enterprise cooperation and education practice platform to let students participate in the enterprise. Practical work, through job internships, participation in the practical projects of corporate instructors, etc., to understand the needs of the workplace, establish a correct view of employment, and enhance the consciousness of career planning.

Teachers are the core elements of the school-enterprise cooperation and education community. College teachers must have high professional theoretical knowledge and professional skills, as well as the ability to transform results and serve local economy and industry development. Colleges and universities use school-enterprise cooperation to educate people to introduce advanced equipment and technical support, organize teachers to participate in enterprise new technology training, post positions, joint research projects, etc., continuously improve the professional practice and hands-on ability of college teachers, understand the new development of the industry, and promote teacher knowledge. At the same time, employ entrepreneur representatives, senior engineers, business executives, technicians, etc. to serve as professional teachers in colleges and universities, participate in college teaching, teaching and research activities, learn the teaching methods and means of

excellent teachers in the school, and enhance the understanding of the knowledge base of college students. Through the complementary resources of teachers inside and outside the school, optimize the structure of the teaching staff, promote two-way communication, create a teaching team with complementary theory and practice, and cultivate the talents needed by the enterprise. [10]

Based on the needs of college students' vocational ability training, they are equipped with "double tutors", that is, they are equipped with in-school tutors in the second year of enrollment. In the third year of enrollment, they are equipped with off-campus tutors. The in-school tutors and off-campus tutors form "double tutors" and each has a division of labor and independent work. At the same time, it maintains a relatively fixed correspondence, that is, the contact between the tutor and the student is relatively stable. Generally speaking, the same groups of college students are instructed. The instructor of the school focuses on the teaching and research of professional theoretical knowledge, helping students to improve their professional theoretical accomplishment and independent learning ability; the external tutor focuses on the cultivation of students' practical ability, guiding students to participate in practical operations, and discovering theoretical learning in practice.

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