

Analysis on Teaching Reform of Economic Management Major Based on School-enterprise Cooperation Model

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Abstract: The major of economic management embodies strong practicality, sociality and comprehensiveness. Its main teaching goal is to train compound and applied talents who have certain knowledge of economic management law and can analyze and solve problems related to business management. Therefore, the practical teaching of economic management specialty is very important to achieve the goal of personnel training. School-enterprise cooperation mode is an important channel for practical teaching of Yang specialty. Students lay a solid foundation of knowledge through theoretical study in schools, and then grasp business operation norms and processes through practice in enterprises, and apply theory to practice to improve students' professionalism and comprehensive quality. School-enterprise closing can not only improve students' practical ability, but also improve students' ability to adapt to their positions and lay a good foundation for subsequent work. However, in the actual economic management professional teaching process, there are still some problems in the teaching mode of school-enterprise cooperation. It is necessary to reform it in order to give full play to the advantages of school-enterprise cooperative teaching.

1. Significance of School-Enterprise Cooperative Teaching Model in Economic Management Major

The significance of applying the school-enterprise cooperative teaching mode in the major of economic management is mainly embodied in the following aspects:

First of all, it can improve the employment rate of students. With the continuous expansion of College enrollment, the number of college graduates is increasing, but the employment of enterprises has gradually saturated. Even if there are vacancies in enterprise posts, most of them are ordinary posts with low technical content and low salary. Many college graduates are unwilling to take up jobs, which leads to the lower employment rate of College graduates. Under the mode of school-enterprise cooperation, the cultivation of talents in Colleges and universities is based on the present situation of enterprises. By investigating and determining the direction of training, and fully considering the future development trend of enterprises and the anticipated needs of managerial personnel, we can better meet the needs of enterprises to train talents. To meet the needs of enterprises for talents to the greatest extent, can effectively improve the competitiveness of students in employment, thereby improving the employment rate of graduates. Second, it helps students improve their practical ability. Students' theoretical knowledge must be translated into skills through continuous practice, so as to continuously improve their professional ability. Under the school-enterprise cooperation model, students can have more opportunities to participate in the practical training of enterprises. In practice, the theory can be verified, the practical application method of theoretical knowledge can be mastered, and the professional experience can be enriched. While helping enterprises solve various problems in the operation process, the students' application ability and professional operation ability will be greatly improved. Therefore, school-enterprise cooperation can continuously improve students' practical ability. Finally, school-enterprise cooperation can promote reform and innovation in the economic management profession. In the traditional teaching methods, the teaching of economic management is mainly based on theoretical knowledge, supplemented by relevant cases; the assessment of students is also based on the

traditional examination paper model, which can not make a comprehensive and objective evaluation of the real situation of students. The teaching mode of economic management specialty based on school-enterprise cooperation can effectively enhance students' awareness of the specialty. Guiding students to grasp the method of applying theory to practice, improving the integration degree between universities and enterprises, and narrowing the differences between enterprises and schools. In order to help students better adapt to the business environment. Through the reform of traditional teaching mode, we can cultivate talents with stronger professional quality and higher comprehensive quality.

2. Problems in School-Enterprise Cooperation Model of Economic Management Teaching

Although colleges and universities are now implementing the teaching mode of school-enterprise cooperation, there are inevitably many problems in the actual teaching, including the following common aspects:

Firstly, the construction of teaching staff needs to be improved. At present, most of the economic management teachers in Colleges and universities are graduates of master's degree and doctor's degree. Although such teachers have abundant theoretical knowledge, they lack in-depth experience in enterprise management. In such practical teaching modes as school-enterprise cooperation, the drawbacks of lack of practical experience are more and more obvious. Teachers themselves lack management experience, so it is impossible to talk about practical teaching for students. And although colleges and universities will retrain young teachers, but more education, fail to provide teachers with more opportunities for in-depth enterprise training. As a result, the practical experience of the teaching staff is seriously inadequate, and the "double-type" teachers are seriously deficient. Second, companies lack the motivation to participate in school-enterprise cooperation. School-enterprise cooperation, as the name implies, requires two-way cooperation between the school and the enterprise. But in reality, the school can get the opportunity for student training from the enterprise. Enterprises need to pay various costs such as funds, venues, and manpower, but companies can't get more practical benefits from colleges and universities. For the organization that pursues profit maximization, it lacks the driving force for cooperation with universities. Therefore, the enthusiasm of enterprises for school-enterprise cooperation is not high, which seriously affects the implementation effect of school-enterprise cooperation. Finally, there is a lack of outside support. In the teaching mode of school-enterprise cooperation, the guidance and promotion of the government is very important. For example, to give more policy support to enterprises that carry out school-enterprise cooperation can improve the enthusiasm of enterprise cooperation. However, in the actual situation, although the education sector for school-enterprise cooperation in the development of scientific processes, management systems and assessment methods, but enterprises can not obtain more benefits. The relevant management rules and regulations of school-enterprise cooperation do not clarify the power and responsibility of enterprises, and there is a lack of an effective and reasonable management mechanism between universities and enterprises. The absence of management of government departments will directly affect the effectiveness of school-enterprise cooperation.

3. Reform Strategies of School-Enterprise Cooperative Teaching for Economic Management Major

In view of the problems existing in school-enterprise cooperative teaching of economic management specialty, we can reform it from the following aspects:

3.1 Establishing a scientific school-enterprise cooperation mechanism

Enterprises lack the motive force to cooperate with schools and can not guarantee the effect of school-enterprise cooperation is an important factor that directly affects the teaching mode of school-enterprise cooperation. Therefore, universities and enterprises should establish a set of scientific and perfect cooperation mechanism to stimulate the enthusiasm of enterprises to

participate in cooperation from the perspective of win-win between schools and enterprises. Specifically, we can start from the following aspects: on the one hand, curriculum replacement can be carried out. The advantage of the school lies in the rich teaching resources, and the advantage of the enterprise lies in providing more real training venues for students. Therefore, school-enterprise cooperation should give full play to their advantages and improve the practical teaching effect of school-enterprise cooperation through curriculum replacement. At present, cognitive internships, professional internships, and graduation internships in economic management are carried out in enterprises. Enterprises need to conduct employee training and business operation training. The school can carry out more in-depth cooperation with the enterprise through the form of curriculum replacement, so that the students can carry out the training operation in the specific business of the enterprise; and for the employee training and business operation training of the enterprise, the school bears part of the responsibility and strengthens through the curriculum replacement. In-depth cooperation with the company. On the other hand, the training mode of the order class is adopted. Through the form of scholarships, enterprises attract students to internships and employment, and create higher value for the company. The school can use this advantage for its own purposes, actively cooperate with the enterprise, and deliver high-quality talents to the enterprise through the form of order classes, so as to reduce the worries of the brain drain after the enterprise helps students. Moreover, the training mode of order class can improve the popularity and reputation of the school, so as to win the initiative cooperation of more enterprises, and ultimately realize the healthy development of school-enterprise cooperation. Thirdly, to improve the depth and height of cooperation between schools and enterprises. In addition to providing theoretical training, staff training and other activities to enterprises, schools should further enhance the depth and height of cooperation with enterprises. On the basis of the cooperative training of talents, colleges and universities can solve practical problems in various kinds of production and operation for enterprises in professional fields. Enterprises provide information and data of industries and enterprises to universities, and carry out research and cooperation with universities. Achieve the integration of industry and education, and improve the core competitiveness of enterprises through scientific and technological innovation.

3.2 Strengthen the Construction of Teachers with Double Teachers

The weakness of the teaching staff will directly affect the effect of school-enterprise cooperative practice teaching. To cultivate applied talents, we must strengthen the construction and training of "applied" teachers to improve the effectiveness of teaching. Specifically, we can start from the following aspects: First, we should strengthen teachers'on-the-job training. Young teachers with short working hours can provide them with opportunities to practice in enterprises, enrich their practical management experience, or study relevant teaching theories and skills in training institutions. All in-service teachers are required to have more than two years of practical experience in enterprises or five years of working experience in enterprises. Second, the introduction of outstanding talents. Colleges and universities can hire professionals, senior management personnel, etc. as part-time teachers in the school to provide students with more practical experience and teaching to further improve their professionalism. Of course, the teaching subject of colleges and universities is still a full-time teacher, so part-time teachers can only be supplemented and assisted as full-time teachers. Finally, for part-time teachers, we must also establish a good incentive mechanism and guarantee mechanism. Although the part-time teaching team is a supplement and supplement to the school-enterprise cooperative teaching model, their work attitude and teaching ability will have an important impact on the practical teaching effect. Therefore, colleges and universities should provide more stable working mechanism and guarantee mechanism for part-time teachers in combination with their actual situation to ensure the teaching effect of part-time teachers.

3.3 Seeking more outside support

College administrators should fully recognize the important value of school-enterprise cooperation and give more comprehensive support to school-enterprise cooperation in practical

teaching. We should attach great importance to the recognition of students by society, enterprises and markets, and increase investment in school-enterprise cooperation. Intensive School

The relevant departments responsible for enterprise cooperation are responsible for the management of their functions and powers. For economic management majors, corresponding school-enterprise cooperation offices are set up, and special managerial personnel and funds are allocated. The enthusiasm and creativity of professional managers will be fully stimulated. Speed up the construction of infrastructure and create a good objective environment for school-enterprise cooperation. Comprehensively reform the framework, process, and talent training objectives of the talent development program. The existing school-enterprise cooperation practice courses will be reformed according to market demand and industry needs to improve the practicality of teaching content. In addition, it is necessary to strengthen communication and coordination with government departments, to provide more channels for cooperation between schools and enterprises, to provide preferential policy support for enterprises that cooperate with universities, and to enhance cooperation between enterprises and universities through the influence of the external environment. Enthusiasm. In addition, it is also possible to adopt a model that leads companies to enter the school. The so-called introduction of enterprises into the school includes the construction of training rooms in the school, enterprises entering the school to carry out production and management, and so on. For example, an e-commerce company is established in the school to conduct cross-border e-commerce operations, and a sub-management consulting company provides management training services for enterprises. If the faculty and staff on campus have entrepreneurial conditions, they can also give them appropriate policy concessions to bring the company to school. Or set up branches in schools to provide more training opportunities for students. Introducing enterprises into school can not only reduce the cost of school-enterprise cooperation, but also facilitate supervision and reduce the risk of safety management.

4. Conclusion

In a word, school-enterprise cooperation is a comprehensive way for enterprises to participate in talent education in Colleges and universities. It is also an inevitable choice for colleges and universities to carry out practical teaching reform and enterprise development. At present, there are still many problems in the practice teaching mode of school-enterprise cooperation in many colleges and universities in China, such as the construction of teaching staff to be improved, the lack of motivation for enterprises to participate in school-enterprise cooperation, the lack of external support and so on. Colleges and universities should reform the existing problems, establish a scientific school-enterprise cooperation mechanism, strengthen the construction of a double-teacher team, and seek more external support. Thereby improving the effectiveness of practical teaching in economic management and improving the quality of personnel training.

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