

## Study on the College Education Management Reform under the Concept of Collaborative Education

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**Abstract:** Innovation and entrepreneurship education reform is an important measure for colleges to deepen innovation and entrepreneurship education reform. This article focuses on the needs of innovation and entrepreneurship education in colleges and universities, analyzes the current problems of innovation and entrepreneurship education, and focuses on collaboration between internal and external faculty and in-school curriculum teachers. Build an innovative and entrepreneurial education platform under collaborative training in collaboration with off-campus training, on-campus practice and off-campus bases, on-campus project funding and off-campus funding to support collaborative training, expand domestic education, and international exchange collaborative training, emphasizing universities, enterprises, industries, and scientific research. The collaboration between institutes and institutes explores a new model of talent training with integrated and collaborative education.

### 1. Introduction

The report of the 18th National Congress of the Communist Party of China put forward for the first time: to promote the development of high-quality, high-efficiency, and high-employment application education development model. The goal of talent training in applied colleges is mainly to cultivate practical skills, including increasing employment rates and improving the quality of technical talents. The concept of collaborative education mainly refers to colleges and universities taking schools as the main body of education implementation, coordinating social resources to participate in college education, such as jointly participating in the development of teaching courses, professional settings, teaching implementation, teaching evaluation and other teaching and talents in applied universities. Cultivation work. The reform of talent training model in colleges and universities under the guidance of the concept of collaborative education and other resource integration mainly includes the reform of educational concept, the transformation of education subjects, the clear training goals, the establishment of professional courses, and the construction of practical teaching models.

The demand for the transformation of economic development mode and the adjustment of economic structure. During the "Thirteenth Five-Year Plan" period, my country's economic structure reform, resource environmental protection, energy technology development innovation and other organizational structures and core technologies are in rapid development. The emergence of brand new market demands puts forward new requirements for the cultivation of talents in higher education in my country. Talent training in colleges and universities not only needs to strengthen professional theoretical teaching, but also speed up the improvement of practical teaching and practical skills training, and cultivate high-end compound talents who understand theory and technology. With the continuous changes in the international and domestic economic environment, application-oriented colleges should keep abreast of market changes and adjust talent training models and training goals according to market changes, so that graduates can better adapt to the changing needs of talents in society.

Appeals for sustainable development of popular education in applied colleges. In recent years, most colleges and universities in our country are in a state of continuous expansion of enrollment. Applied colleges are mainly responsible for cultivating professional and practical talents with first-line production skills for the society. In the future, they will serve the society and the people in the

important front-line positions of social production. The development of the society and the transformation of the economic structure have put forward new requirements for the sustainable development of the application-oriented professional. The international and domestic economic situation is constantly evolving and changing, which requires us to achieve the sustainable development of the application-oriented professional education. The educational philosophy and talent training model keep pace with the times to ensure that the cultivation of talents is consistent with the current status of social production. Under the guidance of the concept of collaborative education, the talent training model of applied colleges reflects the people-oriented educational purpose. Collaborative education is also an inevitable development trend of education resource integration and education reform.

## **2. Problems that Need to Be Solved in the Top-Level Design of the Collaborative Education Talent Training Model Reform**

The guiding ideology is not oriented towards employment, and the training target system needs to be improved. The introduction of the concept of collaborative education in the innovation of talent training models in applied colleges is aimed at improving students' practical skill education. Most of the current educational guiding ideology still stays in the systematic study of theoretical knowledge, and fails to fully consider the current employment status of graduates. Increasing the employment rate of college graduates is a social issue of common concern for schools, governments, society, families and other parties. The development of application-oriented colleges under the guidance of the concept of collaborative education can coordinate the school, government, industry, enterprises, students Parents and other multi-party educational resources participate in joint development of a talent training model for application-oriented colleges, establish a multi-disciplinary, cross-school, and cross-regional joint education model, optimize the allocation of educational resources, improve resource utilization efficiency, and improve the quality and employment of graduates rate. The formulation and implementation of training goals is an important step in teaching. The establishment of talent training goals mainly includes the following parts: (1) Confirm the main body of training and the development of training goals. The main subjects of training are applied colleges and students majoring in applied majors. The main goal of training objectives is mainly applied colleges. At the same time, they must coordinate the participation of governments, enterprises, parents of students and other aspects. How to choose training content. The choice of training content mainly refers to the content of colleges in professional settings, curriculum arrangements, practical teaching arrangements, etc. The professional settings should be combined with the dynamics of market demand, to ensure that professional settings and talent training can meet the needs of the talent market, in line with the post and the society New requirements for the renewal of production methods. (2) Formulate course setting procedures. The reform and innovation of the talent training model in applied colleges and universities needs to formulate a highly operable implementation plan and complete every step of the work in strict accordance with the plan.

The trainers are limited to teachers, and the training content development system is not perfect. The implementation of education in colleges and universities is limited to teachers in colleges and universities, especially teachers in theoretical education. Colleges and universities need highly educated talents as teachers, but we should also consider the special application transfer and application professional development and special implementation of education Sex, pure theoretical education has caused certain limitations to the development of applied majors and student employment. Under the guidance of the concept of collaborative education, the education reform of applied colleges can introduce relevant social talents in industries, enterprises and other specialties to participate in college practical teaching work, and even expand the joint resources of schools and enterprises to establish a college practical teaching base to provide students with good practice. Teaching environment. The primary task of collaborative talent cultivation of application-oriented talents is the professional setting and curriculum arrangement. The professional setting and curriculum arrangement can be carried out from the following aspects: clarify the main body of

professional development, conduct research on the talent market demand, according to market demand and the actual situation of colleges and universities Education resources are professionally set up and a scientific teaching evaluation system is established. Combined with changes in the social production structure and changes in the supply side of talent demand, in-depth analysis, understand the professional development trends, and adjust the training program in real time according to the dynamics.

### **3. The Top Design of the Reform and Innovation of the “Cooperative Education” Talent Training Model**

The idea of collaborative education is first, but the guiding ideology and training goals. The concept of collaborative education. Collaborative education mainly refers to coordinating multiple educational resources to contribute to the development of higher education. Under the guidance of the concept of collaborative education, the cultivation of talents in applied colleges is mainly aimed at improving students' practical skills and employment quality. Cooperate with the government, enterprises, similar schools, teachers, parents, etc. to carry out multi-faceted educational cooperation, and coordinate various advantageous educational resources to jointly contribute to the cultivation of practical skills for students of applied colleges. The guidance of the concept of collaborative education on the talent training model in colleges and universities first requires university administrators and teachers to start from their own, change the educational concept, recognize the gap between the current society's demand for talent and the current higher education talent training model, recognize To clear the existing shortcomings, integrate the superior educational resources of all parties, and jointly build a talent training model in applied colleges. The guidance of the concept of collaborative education on the innovation of talent training model in applied colleges. First, clarify the participants and service subjects of education. Participating subjects of higher education include schools, teachers, students, etc. The main service subject is students, and the other service subject is society. Secondly, clarify the executive body of goal setting. As mentioned above, under the guidance of the concept of collaborative education, the formulation of the application-oriented higher education reform program requires the participation of multiple parties, but the main executive body for the development of the training goals is the school, and the main coordinating leader of collaborative education is also the school. Third, standardize the procedures for goal setting and execution. The establishment of training goals requires the participation of multiple parties involved in coordination. The standardized training goal formulation and implementation procedures can better coordinate the order in which all parties participate. Finally, clarify the consistency of market demand and education goals. The continuous development and transformation of the socio-economic structure has led to continuous changes in social production methods. Talent training in application-oriented colleges must constantly understand the changing trends of society and the dynamics of talent demand, and adjust talent training methods according to development trends to better serve education.

The responsibilities of the main trainers in collaborative education and the optimized setting of course content. Responsibilities of the main trainers. The trainers include university teachers, industry organizations, enterprise engineers, etc., and different subjects play different roles. Under the coordination of colleges and universities, the various subjects cooperate with each other to jointly complete the training model and goal formulation, and the implementation of the training plan. At the same time, they will jointly complete the construction of a “double teacher” team, jointly organize research, evaluate together, and expand employment channels. College teachers, as the main trainers, are responsible for coordinating and coordinating the educational resources and curriculum arrangements of all parties. The main implementers of education are also college teachers. Colleges and university teachers are the overall coordinators of education. They must strictly implement relevant national education reform policies, and at the same time integrate superior social resources to serve education development, including government policy support, enterprise technology and financial support. Course content setting and optimization. The development and construction of application-oriented colleges and application-oriented specialties

need to solve the problems of professional settings and curriculum arrangements. As mentioned above, the setting of applied majors requires colleges and universities to set up related majors in combination with social development and economic structural reform to meet the needs of talents to ensure the supply of talents in the market and the employment rate of graduates. Develop course content setting subject. The course content is set up on the basis of the existing majors and course settings, and practical content such as practical skills teaching and enterprise probation should be added. The optimization of curriculum content should be completed on the basis of scientific curriculum. The optimization of the course content includes theoretical teaching content and practical education methods. In my country's applied colleges, the theoretical learning effect is better in terms of curriculum, but the practical education needs to be improved. For example, colleges and universities can make full use of enterprise hardware facilities and human resources on the basis of school-enterprise cooperation, as the direction of expansion of the teaching staff of colleges and universities. Strengthening the practical teaching ability of applied college teachers through teacher training is an important software resource construction for colleges and universities to strengthen the construction of "dual teacher" teachers and realize the reform of applied education.

Collaborative subject practice teaching arrangement and multi-angle, all-round, three-dimensional evaluation standard construction. Practical teaching arrangements for collaborative subjects. Collaborative subjects refer to all subjects involved in the implementation and acceptance of education, including schools, enterprises, governments, students, etc. Universities need to coordinate the relationship of each participating subject, and arrange courses according to teaching needs, especially the coordination of practical teaching. First of all, the part of practical teaching requires the active participation of college teachers. College teachers can systematically learn the practical teaching methods and practical skills through on-the-job training and other methods, and apply what they have learned to practical teaching content. Second, practical teaching can hire industry experts, Enterprise excellent technical talents, etc. participate in the practical teaching of colleges and universities, with the help of excellent hardware and software resources of the industry and enterprises, expand the scope of applied professional teaching resources of colleges and universities, and provide students with more opportunities for practical learning. Finally, the collaboration of the six elements of the practical teaching system includes: the collaboration of the subject of education implementation and the subject of education acceptance, the collaboration of the teaching model and the education method under the guidance of the concept of collaborative education, and the collaboration of theoretical learning and practical learning. Synergy almost covers all the elements of the innovation and collaborative development of the talent training model of applied universities under the guidance of the concept of collaborative education.

#### **4. Conclusion**

Under the guidance of the concept of collaborative education, the reform of talent training model in applied colleges is an inevitable choice based on the current higher education reform and social development needs. The implementation of the concept of collaborative education requires the coordinated participation of many parties. This is a long-term process. In the future, we also need to continuously innovate education concepts, improve education methods, enhance independent innovation in higher education, and build a sound education evaluation system. Summing up experience in reform and practical teaching, reforming and innovating the education model of application-oriented colleges under the guidance of the concept of collaborative education to achieve sustainable development, realizing the horizontal and vertical interactive three-dimensional development of education reform, and making the cultivation of application colleges more in line with The need for continuous operation of the enterprise is more in line with the needs of learners' professional development and happy life.

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