

## **Exploration and Practice of the New Model of School-enterprise and Production-Education Cooperation under the Big Data Era**

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**Abstract:** The "integration of production and education" school-enterprise cooperation talent training mode is the main talent training mode of higher vocational colleges. However, the current school-enterprise cooperation of most higher vocational colleges is still in shallow cooperation, there is a lack of institutional guarantee, and the enthusiasm of enterprises is not high. The school's conditions for running schools are not attractive to enterprises. In view of the problems existing in the school-enterprise cooperation mode of "integration of production and education", it is proposed that the government provides support and guarantees through multiple channels, and the school and enterprise establish mutual benefit and win-win mechanism to jointly promote countermeasures for cooperative development.

### **1. Introduction**

The Third Plenary Session of the 18th CPC Central Committee clearly pointed out that it is necessary to speed up the construction of a modern vocational education system, deepen the integration of production and education, school-enterprise cooperation, and cultivate high-quality laborers and skilled talents. In accordance with the requirements of the state to deepen the integration of production and education, school-enterprise cooperation, and focus on the reform of the school-running model, higher vocational colleges should actively promote group-based school-running, school-enterprise cooperation development courses and teaching materials, as well as industry-university-research cooperation. Through the deep integration of production and education, the innovative school-enterprise cooperation model is an important part of the current creation of a new vocational education system, an important guarantee for cultivating high-quality workers and skilled talents, and an important way to improve the quality of personnel training.

### **2. The connotation of applied talents in the new era**

The Ministry of Education's 2016 work points clearly stated that it is necessary to implement the "Implementation Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities", and integrate innovation and entrepreneurship education into the whole process of personnel training. With the adjustment and optimization of the national industrial structure, the industrial boundary has become increasingly weak and fuzzy. In order to improve the quality of personnel training, especially to cultivate "artisan-type" innovative talents, the application-oriented talent training model of colleges and universities has been given a new connotation in the new era, namely By promoting the optimization and construction of disciplines and professional transformation, and integrating the information, technology, data, perspectives and theories of multiple disciplines of professional knowledge systems to solve problems that are difficult to solve in a single discipline or field, we will create new knowledge and new knowledge that cannot be realized by existing disciplines. application. This interdisciplinary innovation and entrepreneurial application talent model is a new requirement for talent training in the transformation of scientific and technological knowledge production mode in the post-industrial era. General Secretary Xi Jinping emphasized at the National Conference on Ideological and Political Work in Colleges and Universities that China has a unique history, unique culture and unique national conditions, which determines that China must take its

own path of higher education development and solidly run socialist universities with Chinese characteristics. At the same time, General Secretary Xi Jinping clarified that colleges and universities must focus on students, care for students, and serve students, and constantly improve students' ideological level, political consciousness, moral quality, and cultural accomplishment, so that students can become talents with both ability and political integrity. Therefore, in the new era, the cultivation of applied talents in colleges and universities in China should be based on the principle of educating people, moral education as the first, ability as the most important, scientific spirit and humanistic literacy, and deepening reforms to build the needs of the motherland. An applied talent training model for spiritual and humanistic literacy.

### **3. Problems in the integration of production and education, the school-enterprise cooperation talent training model**

Although all levels of government attach great importance to the issue of school-enterprise cooperation in vocational education, advocate vocational colleges to accelerate the integration of production and education, deepen the cooperation between schools and enterprises, and also introduce some guidance to promote school-enterprise cooperation, but no set has yet been formed. An effective institutional system. The state has not yet formulated relevant laws and regulations to guarantee the school's promotion of "integration of production and education" school-enterprise cooperation and guarantee the rights and obligations of students participating in school-enterprise cooperation, such as the standard of labor remuneration for students participating in school-enterprise cooperation, and whether they are equal to formal workers in the work. The rights and obligations, etc.; There is no support for enterprises participating in school-enterprise cooperation from the policy level, and it is unable to stimulate the enthusiasm of enterprises to participate in school-enterprise cooperation, thus providing space and platform for the improvement of students' professional skills.

Cultivating talent is the responsibility of the family, school, society and the state, and the company is not obliged to participate in school-enterprise cooperation for cultivating talents. The purpose of enterprise survival and development is to create wealth and focus on the accumulation of wealth, not the loss of wealth. The purpose of recruiting talents is to create wealth, and cultivating talents requires more investment in manpower, material resources and financial resources, not to mention the current oversupply of labor in the human resources market, especially for enterprises with low technological content. A large amount of cheap labor can be recruited through the human resources market. Since students' internships in enterprises will increase the burden on enterprises, the comprehensive factors of many factors, enterprises lack the enthusiasm of participating in school-enterprise cooperation, and are not willing to cooperate deeply with the school.

The driving force for enterprises to participate in school-enterprise cooperation comes from the fact that school-enterprise cooperation can bring positive energy to the development of the enterprise and bring economic benefits to the enterprise. However, the current conditions for running higher education institutions have restricted the in-depth development of school-enterprise cooperation. For example, some vocational colleges have weak experimental training conditions, lack of teachers' ability to serve the society, school professions cannot better serve the development of the industry, and the employment rate is low. These have greatly affected the development of school-enterprise cooperation. Therefore, the quality of personnel training and the level of scientific and technological services in schools determine the success or failure of school-enterprise cooperation, and also determine the depth of school-enterprise cooperation.

### **4. The significance and foundation of the construction of talent training mode in school-enterprise cooperation and production and education integration**

At present, the difficulties faced by school-enterprise cooperation in higher vocational education: First, the lack of state mobilizes enterprises to participate in vocational education and specific rules at the macro level. The purpose of enterprises participating in vocational education is to achieve the

expected economic benefits. Without the guarantee of policies and regulations, the company's contribution may not be rewarded, and its enthusiasm for participating in vocational education will be bound. Second, the pattern of common development of enterprises with multiple ownership economies is gradually improving. The deep cooperation between schools and enterprises lacks a mature market environment, and the enthusiasm for enterprises to participate in vocational education is not high. Third, at the school education level, there is a lack of effective support in the management system and teacher structure. Fourth, in the actual school-enterprise cooperation process, the grasp of school-enterprise cooperation is only based on the agreement and training plan and syllabus jointly formulated by the school and the enterprise, and the labor limit, time limit, quality evaluation and participation of students in the post work. There is still no legal basis for the results assessment. Due to the above reasons, the school-enterprise cooperation is either in the form or in the school. The demand and hope of the skilled talents are often neglected due to the lack of deep communication between the school and the enterprise. How to deepen the integration of production and education in school-enterprise cooperation, strengthen the deep cooperation between schools and enterprises, and coordinate education, there is still a problem to be explored and solved. Therefore, the exploration and practice of the construction of the "school-enterprise cooperation, production and education integration" talent training model is of great significance to the improvement of the quality of personnel training and the level of running a school.

## **5. Suggestions on perfecting the training mode of "business-teaching integration" school-enterprise cooperation talents**

School-enterprise cooperation is a voluntary cooperation between the school and the enterprise. However, whether the cooperation can reach a certain depth and maximize the benefits for both parties depends not only on the joint efforts of the school and the enterprise, but also on the support of the government. First, the government can issue relevant laws and regulations on school-enterprise cooperation, regulate the responsibilities and obligations of both enterprises and schools, and protect the interests of both parties. Second, the government can grant certain tax benefits to enterprises that have deepened the cooperation between schools and enterprises, and handle them according to law. Relevant administrative examination and approval matters open a green channel; Third, it is possible to set up a higher vocational education group in a certain region, establish a school-enterprise cooperation management system led by the group, optimize resources within the group, conduct scientific management, and enable school-enterprise cooperation to develop in depth. Establish an evaluation mechanism for school-enterprise cooperation within the group, formulate evaluation criteria, and conduct an effective assessment of the school-enterprise cooperation of the "industry-teaching integration" on a regular basis to ensure that school-enterprise cooperation advances to a higher level

At present, the establishment of school-enterprise cooperation in most higher vocational colleges only focuses on short-term interests, and there is more one-time cooperation. Some school-enterprise cooperation relationships are mainly based on friendship. This kind of cooperation is shallow cooperation and difficult to develop in the long run. In order to maintain deep cooperation with the maintenance system, a good school-enterprise cooperation operation mechanism must be established. The cooperation between enterprises and schools is to hope that the school can provide new employees who can directly go to work. It also hopes that the school can provide high-quality training for the employees and provide more technical support for the innovation of the enterprise. Receive more graduates, provide training teachers and training equipment for the school, and provide guidance for the professional construction and development of the school. Only by effectively grasping the balance between the interests of both the enterprise and the school can the school-enterprise cooperation produce the greatest economic and social benefits. Only by establishing a mutually beneficial and win-win cooperation mechanism between schools and enterprises can school-enterprise cooperation be deeper and more sustainable.

Set up a professional together. Schools should conduct professional research extensively, combine the needs of enterprises for talents, listen to the opinions of enterprise experts and

school-enterprise cooperation units, optimize resource allocation, set up majors scientifically and scientifically, and focus on developing specialty and superiority. Schools should conduct professional assessments with cooperative enterprises and actively explore the reform of professional talent training models. The school and the enterprise jointly study the talent training program, curriculum and curriculum standards to ensure that the professional settings are in line with the development of the times; the two sides jointly develop cooperative courses and compile collaborative teaching materials according to the curriculum standards, and realize the zero distance of students through the joint training of students. Go to work. Jointly establish a training base. The training base is an important place to cultivate students' practical skills, an important platform to improve teachers' practical skills, and an important way for schools to serve the society. Schools should increase investment, improve training and experimental facilities, and optimize training conditions. School and enterprise should share the construction of a training base in accordance with the principle of mutual benefit and win-win. For example, the establishment of "factory lieutenant school", the school puts in some equipment, the company provides the venue and conducts management. The school regularly arranges students to practice in the training base, the teacher can go to the enterprise to participate in the production practice; establish the "school in the factory", The school provides venues, which provide equipment, manpower and management. The school provides various support for enterprises. The company provides support for student internships and teacher research. The mutual benefit and win-win situation between the school and the enterprise will make the cooperation between the two parties closer and lasting. Co-training teachers. School education is inseparable from teachers. The level of teacher education, teaching and research, and practical skills are related to whether students can become talents. Schools should speed up the construction of faculty, create conditions for teachers to learn and train in school-enterprise cooperation units, participate in enterprise production practices and technology development, and introduce the latest industry information and technology into the classroom, so that students can adapt to changes in the industry and enterprises as soon as possible. Teachers' participation in enterprise practice, training and technology development can continuously improve the level of scientific research of teachers, so as to better support enterprises in carrying out technical consulting services, play the role of serving enterprises and serve the society, and further promote the in-depth development of school-enterprise cooperation.

## 6. Conclusion

In the new era, based on the exploration and practice of the connotation of the application-oriented talents and the training mode of knowledge, ability, spirit and literacy, the talents' innovation, entrepreneurship and social adaptability, and the integration trend of the discipline industry and China's unique national conditions are enhanced. Accelerating the integration of colleges and universities into regional economic and social development can provide relevant experience and reference for similar institutions.

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