

Research on Problems and Strategies of School-Enterprise Cooperation

Dongwei Zhang

Department of Social Cooperation, Bohai University, Jinzhou, 121013, China

dongwei0431@163.com

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Abstract: School-enterprise cooperation is an educational model in which schools, enterprises and industry associations work closely together to cultivate applied talents. This article addresses the problems of school-enterprise cooperation: The legal system for school-enterprise cooperation is not perfect. The enthusiasm of enterprises to participate in school-enterprise cooperation is not high. The level of school-enterprise cooperation is relatively low. There is less interaction between schools and enterprises. The role of teachers has not been effectively played. At the same time, it also proposed countermeasures to promote school-enterprise cooperation: Improve the laws and regulations of school-enterprise cooperation. Deepen the diversified model of school-enterprise cooperation. The level of school-enterprise cooperation is relatively low. Establish a two-way teaching management system. Clarify the interests of stakeholders in school-enterprise cooperation. Establish a school-enterprise cooperation information service platform. Deepen the construction of the "double-type" teacher team.

1. Introduction

School-enterprise cooperation is a cooperative mode established between schools and enterprises. It focuses on cultivating quality, focusing on school learning and corporate practice, and focusing on school and enterprise resources and information sharing. Most of the traditional education models of ordinary colleges and universities are based on theory and practice, and even without practice, it is difficult for the cultivated talents to adapt to the rapid development of society. School-enterprise cooperation, the school uses the equipment provided by the enterprise to achieve an organic combination of school learning and corporate practice. School-enterprise cooperation implements a new concept that meets the needs of society, integrates with the market, cooperates with enterprises, and combines practice and theory. Through school-enterprise cooperation, the school can quickly develop its students to work according to the needs of the company. In this way, school-enterprise cooperation could also co-ordinates the dual resources of schools and enterprises, which is conducive to the implementation of talent strategy and reduces the costs and risks of recruitment and employment.

School-enterprise cooperation schools aim at cultivating high-quality technical talents and social workers needed by the society, with the core of improving the quality of education and the quality of students. The school cooperates closely with enterprises and industry associations to cultivate students and improve students' theoretical knowledge and practical ability, so as to maximize the interests of enterprises and students and promote the prosperity and development of the social economy. The school-enterprise cooperation highlights the ability-based thinking, and has realized three changes in the development of talents: the education system of colleges and universities has changed, the enterprises have opened up the training of talents, and the places where students receive knowledge have turned from traditional classrooms to workshops. The role of school-enterprise cooperation is mainly reflected in the following aspects: First, the technology and resources owned by the company are transformed into the learning content of the students, so that students can improve their comprehensive level faster and better. Second, improve the quality of higher education and improve people's awareness of applied talents. Third, to help students better adapt to the needs of business development, in line with the state's requirements for education

reform. In the research process of this subject, we went deeply into the universities and enterprises, conducted detailed investigation and research, and deeply analyzed the existing problems. Based on this, we put forward practical and feasible countermeasures to provide guidance for deepening the cooperation between schools and enterprises.

2. Problems of School-Enterprise Cooperation

School-enterprise cooperation has achieved remarkable results in practice, but it is limited by the level of regional economic development, social environment, institutional mechanisms, and the ability of schools and enterprises. In the process, it also encountered some difficulties and problems, and to a certain extent affected the long-term development of school-enterprise cooperation. The current problems are briefly summarized as follows:

(1) The legal system for school-enterprise cooperation is not perfect. There is no top-down and complete policy system such as national laws, provincial regulations and industry standards. The rights and obligations of both parties in the process of school-enterprise cooperation have not formed a policy-based authority definition. The people, money and goods involved in school-enterprise cooperation, as well as income distribution, have not yet been clearly defined. Due to the lack of legal system constraints and guarantees, either party may arbitrarily withdraw from cooperation without incurring too much cost, causing serious losses to the other party. The risk of cooperation runs through the whole process of cooperation, which makes both schools and enterprises have serious concerns.

(2) The enthusiasm of enterprises to participate in school-enterprise cooperation is not high. The government's tax incentives and economic compensation policies for enterprises to support education development are not in place, and the interests of enterprises are not reflected in the process of school-enterprise cooperation. Students' basic literacy is poor, organizational discipline is scattered, lack of hard work, and the professional knowledge and cultural knowledge they learn are insufficient to adapt to the company's job position. Students' internships in enterprises will occupy the resources of the company and affect the normal production of the company, resulting in a decline in corporate profits. Enterprises lack awareness of social services, have insufficient understanding of the use of participating enterprises, and seldom take the initiative to find colleges and universities to carry out school-enterprise cooperation.

(3) The level of school-enterprise cooperation is relatively low. The cooperation between many enterprises and universities stays on the surface. The advantages of scientific and technological innovation in universities are not obvious, and the ability of scientific and technological services is weak. It is difficult to play an important role in the research and development of new technologies and new products, and the spirit and ability of active and comprehensive services for enterprises. The company's training equipment is insufficient, and it only provides students with internship bases or horizontal project development, and participates in the development of talent training objectives, professional construction and curriculum development. On the whole, the level of cooperation is relatively low, the stability and long-term nature of cooperation are relatively poor, and the benefits of cooperation have not been fully utilized.

(4) There is less interaction between schools and enterprises. Under the school-enterprise cooperation mode, students enter the enterprise to participate in practical training and improve practical skills. Teachers or researchers can also enter the enterprise field research and study, so as to improve teachers' practical teaching ability; enterprises can also send special personnel to the campus. To teach students special professional practice courses to enhance students' ability to innovate and start a business. However, at present, there is less mobility between universities and enterprises, and the interaction is not strong. School-enterprise cooperation often flows in the form. It is difficult for students to reach the senior engineers of the enterprise. The diversity and selectivity of student development is limited and does not achieve the desired results.

(5) The role of teachers has not been effectively played. School-enterprise cooperation is mainly for application-oriented talent training, which requires teachers to have rich theoretical reserves and higher practical ability and technical level. However, the current teacher structure is unreasonable.

The "double-skilled" teacher training channel is single, the number is small, and the professional knowledge is updated slowly, which cannot meet the needs of school-enterprise cooperation. Most of the teachers focus on theoretical teaching, the practical operation is in the form, the teaching tasks are heavy, and the opportunities for teachers' ability improvement are less. Many colleges and universities have a heavier research work, showing a strong sense of crisis and a passive attitude towards teaching.

3. Strategies of School-Enterprise Cooperation

Faced with the tremendous changes in the demand for talents, school-enterprise cooperation is a new mode of running schools that conforms to the trend of the society and meets the needs of enterprises. It is also an inevitable way to reform the training mode of applied talents. Only by deepening the cooperation between schools and enterprises, schools and enterprises can fully integrate and use resources such as manpower, material resources and financial resources, effectively improve the employment dilemma, realize the practicality and effectiveness of personnel training, and reflect the combination of "theory teaching and production labor". In view of the problems existing in school-enterprise cooperation, and drawing on the advanced experience of foreign school-enterprise cooperation, the countermeasures for promoting cooperation between enterprises and enterprises proposed in this paper are as follows:

(1) Improve the laws and regulations of school-enterprise cooperation. School-enterprise cooperation is an activity that involves a wide range of activities. It depends on the cooperation of universities, enterprises and industry organizations, and requires laws to regulate and guarantee. First, in the process of revision and improvement of relevant laws, implement specific implementation details to ensure operability. Second, the various policies introduced need to be coordinated and complement each other, and they cannot interfere with the practice of school-enterprise cooperation. Third, policies and laws must be forward-looking and able to respond to a flexible and volatile environment. Guiding schools to take the initiative to serve economic and social development, and extensively seek school-enterprise cooperation. At this stage, the cost of participating in school-enterprise cooperation is too high. Therefore, it is necessary to formulate a comprehensive incentive system, attach importance to the value of investors, and formulate incentive measures with local characteristics in terms of educational development level and economic development level in terms of tax incentives, special financial allocations and evaluation awards. It is necessary to use laws and regulations to encourage enterprises to assume social responsibilities, attract enterprises to actively participate in school-enterprise cooperation, and promote the in-depth development of school-enterprise cooperation.

(2) Deepen the diversified model of school-enterprise cooperation. School-enterprise cooperation is not a simple surface cooperation, but a single arrangement of student internship employment, towards deep cooperation in resource sharing, complementary advantages and mutual benefit. School-enterprise cooperation needs to adopt the school-enterprise cooperation model of "eight common, eight integration, and six improvements". The "eight commons" are: joint setting of the profession, joint construction of the curriculum, joint development of teaching materials, joint construction of the training room, joint formulation of personnel training standards, joint formulation of teaching plans, joint completion of teaching tasks, and improvement of the quality of education. "Eight integration" is: school and enterprise integration, classroom and workshop integration, principal and factory integration, teacher and master integration, student and employee integration, knowledge and skill integration, work and product integration, education and synergy. "Six improvements" is: improve students' learning ability, improve students' practical ability, improve students' employability, and improve students' ability to choose their careers, improve students' entrepreneurial ability, and improve students' innovative ability.

(3) Establish a long-term mechanism for school-enterprise cooperation. Talent cultivation is a long-term process. It is necessary to establish a long-term mechanism for school-enterprise cooperation. It is necessary to solve the situation of "one hot, one cold" and to give full play to the advantages of enterprises in the training of skilled personnel, and to promote cooperation to deep

and diverse. Developed countries impose a skill training tax on large enterprises, which can be used for talent training. To establish a long-term mechanism for school-enterprise cooperation, we need to grasp two points: First, to ensure the long-term cooperation between schools and enterprises, to promote the stability of organizational relations between universities and enterprises, to establish enterprises to regularly accept student internship system, and to carry out school-enterprise Regular teacher exchange activities, clarify the commonalities between enterprises and schools, promote the long-term effective cooperation between schools and enterprises. Second, ensure the stability of school-enterprise cooperation, universities and enterprises work together to ensure student internship and teacher practice the position can meet the demand, provide stable internship teaching conditions, reduce the expenses incurred by replacing the cooperation unit, and improve the efficiency of school-enterprise cooperation.

(4) Establish a two-way teaching management system. Constructing a cooperative relationship of equality, harmony, mutual assistance and mutual trust, as well as a cooperative structure of mutual benefit and common development, is an important part of promoting the integration of industry and education and school-enterprise cooperation. In the process of cooperation, establish a two-way teaching management mechanism to allow enterprises to participate in the whole process of personnel training. On the one hand, the implementation of the main position of enterprises in personnel training, and promote enterprises to participate in the formulation of personnel training plans, professional transformation programs and curriculum structure content, and jointly set up a "double-type" teacher team, the enterprise's education demand and job requirements are reflected in the talents during the cultivation process. On the other hand, build a platform for communication and communication of production and education, establish a school-enterprise coordination and communication mechanism, promote the normalization of the school-enterprise, increase information communication with enterprises, and solve the problem of information asymmetry between the two sides. In addition, the establishment of a scientific school-enterprise cooperation evaluation incentive system objectively and comprehensively reflects the effectiveness of school-enterprise cooperation, provides a basis for the optimization of school-enterprise cooperation mode, and encourages enterprises to participate in school-enterprise cooperation projects.

(5) Clarify the interests of stakeholders in school-enterprise cooperation. Stakeholder theory extends the company's single business objectives to business objectives plus social and political responsibilities. The goal pursued by enterprises is no longer to maximize the interests of shareholders, but to maximize the collective interests, that is, to maximize the overall interests of stakeholders. Stakeholder theory provides inspiration for promoting school-enterprise cooperation. Governments, businesses, and schools, as key players in school-enterprise cooperation, need to analyze the core and marginal interests that affect their participation. The government not only pursues the economic goals of the enterprise, but also pursues the goal of talent training. The core interest is to achieve a win-win situation for the economy and talents. The marginal benefit is to increase the win-win goal with the deep participation of enterprises. Enterprises mainly pursue economic indicators. The core interests are long-term talent support. The marginal benefits are that as the participation continues to deepen, the economic indicators increase in tandem. In colleges and universities, the core interests pursued are the quality improvement of personnel training and the expansion of training scale. The marginal benefit is that with the deep participation of enterprises, the quality of running schools is increasing.

(6) Establish a school-enterprise cooperation information service platform. The information service platform is a bridge for communication between enterprises, students and schools, and an important part of the social public service system. Through the information service platform, the three are connected into an organic whole. The school will understand the development of the company, the progress of the cooperation project and the internship of the students in real time, communicate with the instructors and corporate instructors online, and feedback the students. Enterprises, to understand the latest scientific research progress, strengthen school-enterprise contact, through teachers and student feedback, solve problems in the post-internship, you can also learn about other business information. Students, learn about recent study tasks, the latest

developments in the company, research trends, and the company's requirements for talent. Parents, understand the students' gains in school-enterprise cooperation, and give advice to the school. The service platform is mainly composed of a work platform, a resource library and an information website. The demand is the core, the enterprise meets the internship needs of the students, the school meets the needs of the enterprise, and the results of the school-enterprise cooperation are displayed and released through the information website.

(7) Deepen the construction of the "double-type" teacher team. To strengthen the cooperation between schools and enterprises, it is necessary to continuously optimize the structure of the teaching staff, strive to strengthen the connotation construction of the teaching staff, and deepen the construction of the "double-type" teacher team. Specific ways: First, optimize the teacher recruitment mechanism and improve the structure of the teaching staff. It is necessary to pay attention to the strength of theoretical teaching, but also to pay attention to practical operational skills. In addition to rigid introduction, flexible introduction is also required in various ways. Second, deepen the content of school-enterprise cooperation and expand the scale of the double-teacher team. In this way, the company's senior technical talents can be absorbed into the teaching team, enrich the teaching team and optimize the teacher structure. The third is to improve the "double-skilled" teacher evaluation and incentive mechanism for school-enterprise cooperation. In the performance distribution and personal development of teachers, the comprehensive evaluation system is fully utilized. The fourth is to improve the "double-type" teacher training system for school-enterprise cooperation. It is also necessary to build a special teacher training base to provide teachers with a professional practice platform. Teachers adapt to the production mode of the enterprise and further enhance the professional quality of teachers.

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