

Study on School-enterprise Cooperation in Normal Major of Higher Vocational Education

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Abstract: The improvement of vocational education quality involves many aspects. Only by relying on school-enterprise cooperation, can vocational colleges cultivate practical talents with broad foundation, emphasis on practice and high skills. Higher vocational education is oriented to meet the needs of students' employment, but normal college graduates generally lack professional practice ability. Therefore, it is necessary to carry out deep school-enterprise cooperation in normal major of higher vocational, such as enterprise education and training enterprises. This paper analyzes the problems existing in school-enterprise cooperation in normal major of higher vocational, and puts forward some suggestions from the aspects of school-enterprise cooperation, school-enterprise cooperation in formulating talent training programs and building a double-qualified teacher team.

Keywords: higher vocational; school-enterprise cooperation; normal major

1. Introduction

With the development of national economy, the demand for talents is paid more and more attention to specialization, but the traditional teaching mode is lack of advantages in the face of the development of the times. In this case, the implementation of the educational model of school-enterprise cooperation is conducive to the training of high-quality talents with all-round development of theory and practice. However, when carrying out school-enterprise cooperation, there are many problems in school-enterprise cooperation. The teacher major itself has its particularity, so the problems in the cooperation between schools and enterprises are more obvious. By analyzing the present situation of school-enterprise cooperation and discussing the cause of the problem, the author puts forward some solutions according to the present situation and causes, hoping that it will be beneficial to the long-term implementation of the cooperation between teachers and enterprises in applied colleges and universities, and good results will be obtained.

2. Necessity

Higher vocational education serves the society and plays an important role in the development of national economy. Vocational education is oriented to meet the needs of students' employment and takes the road of integrating truth with reality, while school-enterprise cooperation aims at the mutual benefit of students, schools and enterprises. Therefore, it is necessary to carry out deep school-enterprise cooperation in normal major of higher vocational.

2.1. Aspects of Students

The principle of school-enterprise cooperation in higher vocational colleges is "student-oriented", which combines current learning with future employment to prepare for the future work of teachers. Normal higher vocational students usually have good professional ethics and have high professional ability, but their practical ability is weak. However, normal students can only study the teaching theory in the school, and play the role of the learner in the course of learning. It is of great importance to make the students enter the class with the teacher's identity and face the students in the corresponding age group. But it can't be realized in higher vocational schools now. Therefore, higher vocational students need to enter enterprises to experience and feel the real classroom. This can't only bring some economic income to students, but also cultivate students' professional ethics and strict working attitude.

2.2. Aspects of School

School-enterprise cooperation is an important way to train high-quality workers and skilled talents, and it is also an important guarantee for higher vocational colleges to serve the social economy [1]. At the beginning of 2018, the ministry of education and other six departments promulgated the measures for the promotion of school-enterprise cooperation in vocational schools, which determined that the integration of industry and education, and the cooperation between schools and enterprises is the basic mode of running vocational education [2]. This is enough to explain the necessity of carrying out deep school-enterprise cooperation in higher vocational colleges. From the point of view of the process of cooperation, the two sides can share human resources and teaching resources, jointly train talents, and

jointly study effective teaching methods and learning methods. From the result of school-enterprise cooperation, higher vocational colleges can train high-quality skilled talents through cooperation.

2.3. Aspects of Enterprise

The deep cooperation between the university and the enterprise combines the enterprise culture and the campus culture, at the same time, it also meets the talent requirements of the employer and conforms to the direction of enterprise development and enterprise talent training. Through targeted training for students, enterprises can not only improve students' professional quality and practical ability, but also select excellent talents that meet the requirements of their own enterprises, which greatly reduces the cost of human resource training. The enterprise's merit-based admission system makes all the trained students competitive, which greatly improves the training efficiency. Therefore, school-enterprise cooperation also shortens the time for enterprises to train talents. The students admitted to the enterprise have a good understanding of the enterprise, and they can immediately get into work after entering the enterprise, and have a strong sense of belonging to the enterprise, which to some extent improves the overall cohesion of the enterprise. At the same time, through the school's extensive publicity in school-enterprise cooperation, the popularity of the enterprise will certainly be improved in the society, which is conducive to the development of the enterprise.

3. Problems

3.1. Too Few Cooperative Enterprises

At present, most teacher's specialty in higher vocational colleges does not establish school-enterprise cooperation with related enterprises. The enterprises, especially the large enterprises in the education industry, think that "unprofitable" and there is no need to cooperate with higher vocational teachers. The demand for teachers in enterprises in the education industry is quite great. According to the survey, more educational enterprises are recruited through online channels, and the level of candidates is also uneven. In the teaching staff of the enterprise, some in-service teachers are studying college students, college students include college students, undergraduate masters and doctors, and so on. In addition, there are retired old teachers. In some private education and training institutions, the composition of teachers is even worse. Because some of the people they recruit have not been in the education industry at all, nor have they conducted systematic education and training, but these people are standing on the sacred podium to teach. It can be seen that the demand for teachers in these enterprises is still quite great, but there is no cooperation with the school, a large part of the reason is that the publicity of the school is not enough.

3.2. Lack of Cooperation

At present, the teacher professional of higher vocational colleges cooperates with enterprises. The

cooperation mode is mainly to arrange the cooperative enterprises in accordance with the curriculum teaching and comprehensive training in the training program of teachers' professionals. The purpose of this is to have the student practice for the purpose of arranging the practice task. Schools lack the system of enterprises, comprehensive analysis, standard of cooperation mode, and understanding of student needs. Such cooperation only solves the problem of the number of school cooperative enterprises, and ignored the quality problem of university-enterprise cooperation. The student internship is only at the time of graduation, and their internship time is short. The main content of the internship is to watch other teachers in the internship unit, without going to the podium to lecture. There is no clear assessment mechanism after the internship, so the harvest of the internship is very few.

3.3. Insufficient Cooperation

The purpose of employment-oriented school-enterprise cooperation in higher vocational colleges is to provide students with a professional and real career environment through the enterprise platform, so that students can improve their skills and theories, and then comprehensively improve their employ ability. Because of the particularity of the teacher industry, there is a real classroom teaching environment in the formal education industry. However, the students who go to practice can only watch and learn, and there are few opportunities for them to give lectures on stage. However, the basic ability to do as a teacher is teaching ability, how to attend a good class and how to teach a student well.

At present, the enterprises are not able to make the interns of higher vocational teachers to teach and practice, so the professional skills of these interns can not be well improved. Due to the particularity of teachers' positions, students of normal major of higher vocational need practice in different enterprises, which leads to the uneven effect of students' practice. Students have limited gains in the practice of cooperative enterprises, and it is difficult for them to understand the true meaning of teacher positions, which deviates from the purpose of the integration of industry and education and the cooperation between schools and enterprises.

4. Suggestions

4.1. Interests Stem from Cooperation

Businessmen can't afford to be early without interest, so in the eyes of enterprises, there is no cooperation without interest, which is the fundamental crux of school-enterprise cooperation without breadth or depth. Cooperation is the logical prerequisite for the generation of benefits. Cooperation is the pursuit of win-win or multi-win behavior, but no pay, no reward. As cooperators should have the "long term fishing big fish" vision, benefit transfer is the key. Schools can share hardware resources or environment with enterprises to a certain extent, and enterprises can also share materials used in teaching process, teaching experience and good ideas with schools. In this way, the students can not only

meet the training standards of the school, but also meet the standards of talents needed by the enterprise.

4.2. School-enterprise Cooperation to Develop Talent Training Programs and Optimize the Curriculum System

Schools and enterprises should be guided by the integration of industry and education, and should be based on the cultivation of talents needed by the education industry. Schools and enterprises should optimize the training scheme of teachers' specialty in higher vocational colleges to ensure that the curriculum content is in line with the actual social teaching.

When schools and enterprises cooperate to develop a training program, students of our school who have just graduated and are engaged in the education industry and normal university students can be invited to participate, so that the talent training program can meet the needs of schools, enterprises and normal university students. Only in this way can we ensure that the students will be able to teach. Only in this way can the school train high-quality teachers and ensure the smooth docking and efficient transition between the school and the employers in the education industry.

The curriculum system of higher vocational teachers is an important carrier to implement the practical and practical talent training program. The curriculum system should consider the acquisition of students' basic professional knowledge and practical ability, and should also be set according to teachers' working process and ability requirements. Therefore, the curriculum should be greatly increased in terms of student probation, internship time and content, rather than a short internship at the time of graduation. In the course setting of school-enterprise cooperation, we should also provide targeted courses for students to learn and train their educational and teaching skills, so that they can understand and be familiar with the education industry, and eventually achieve the goal of being able to teach, capable of teaching and good at teaching.

4.3. Build a Double-Qualified Teaching Team

The quality of teachers determines both the quality of teaching and the quality of students. Only when teachers have professional knowledge and practical ability can they cultivate students with corresponding abilities. In general, there are two ways to build a double-qualified teaching team. One is to introduce a group of teachers with solid theoretical knowledge and practical teaching experience. However, most of these teachers are on the job and there is little possibility of job-hopping. The second is to let our teachers to receive training in education enterprises or go to the corresponding institutions for a longer period of teaching. But this is bound to make their own faculty shortage, so it is difficult to implement. However, under the background of school-enterprise cooperation, it is relatively easy to cultivate double-qualified teachers with professional

theoretical knowledge and practical ability, namely school-enterprise cooperation, to carry out cooperation in various aspects, such as talent sharing, resource sharing and technology sharing, so as to give full play to the advantages of both sides.

5. Conclusion

The school-enterprise cooperation can show the best advantages of the schools and enterprises. The daily practice of school education and social enterprises enable the cultivation of talents to be seamlessly connected with the market demand, so as to greatly improve the practice and practical ability of college students. Schools and universities must adapt to the actual needs of reform, find reliable ways of education.

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