

School-enterprise cooperation, innovation, entrepreneurial education management model

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Abstract: *This article is mainly based on innovative entrepreneurial education management models under school-enterprise cooperation. First, analyze college students' innovative entrepreneurial education issues, then put forward school-enterprise cooperation to enhance students' innovative entrepreneurial capacity, and give full play to school businesses in innovation and entrepreneurial education. It has the effects, I hope to explore the articles to provide a certain reference to other universities.*

Keywords: *school-enterprise cooperation; innovative entrepreneurial education; dual management*

1. Introduction

Colleges and universities should pay attention to cultivate students' innovative entrepreneurial capabilities, which is conducive to helping students face employment stress and enhance their own employment capabilities. However, the current universities lack improved systems, and the innovative entrepreneurial education is poor, need universities to strengthen school-enterprise cooperation and improve the quality of innovation and entrepreneurship.

2. Analysis of College Students' Innovative Entrepreneurship Education

2.1 *There is insufficient understanding, and the curriculum system is not perfect*

In the process of innovating entrepreneurial education, there are some teachers' misconduct, and the curriculum system is not perfect, leading to many educational problems, and seriously affects the quality of innovative entrepreneurship. First of all, some teachers believe that innovative entrepreneurial teachers are not their own job, but will be their work in the student, and have not planned and guided from the college level [1]. Secondly, when designing the course teaching, many universities are mainly based on knowledge and skills, and there is no successful second class to provide students with practical opportunities. Finally, the training of talents is just to launch various innovative entrepreneurship activities, which is not cultivated to the capacity of various aspects of the students, so it is difficult to achieve good talent training.

2.2 *Lack of teacher strength and security mechanism*

In the process of innovating entrepreneurial education, whether to have strong teachers will directly affect the educational effect, from the current situation, many universities have obvious inadequate investment, which makes teachers lack the will of active guidance. Teachers who have been innovative and entrepreneurial education in colleges and universities are mainly counselors, as well as administrative staff as teaching work in this course, but because of its heavy essential work, it will directly affect its time in innovative entrepreneurial education. And many counselors are very young teachers. Its itself lacks practical experience. It can only be "paper talk" when conducting innovation, and does not have a good education effect, and even affects innovative entrepreneurial education. [2]. Even with professional employment guidance teachers, it is more focused on scientific research results. From the perspective of school, I hope that by using more academic achievements, they have greater influence in the field of education, which makes it in innovative entrepreneurial education. There is no attention to the work, reducing the quality of education.

2.3 There is a lack of industrial research integration

If you want students to have innovative awareness, and inspire their own innovative thinking, develop their entrepreneurial capacity, if they only rely on classroom teaching, it is impossible to reach teaching purposes, and need to be practiced. At the moment, many universities have not established a sound innovation entrepreneurial talent training model, which has this situation. The main reason is that the integration of production research is lacking, causing students to make good mutual interactions in practical education, knowledge education. Especially in practice, it is also a lack of practice platforms. Even if students have an idea of innovative entrepreneurship, it is difficult to put their own ideas into practice, so they cannot achieve innovative entrepreneurial education goals.

3. School-enterprise cooperation to enhance the method of innovative entrepreneurial capacity

3.1 Make up the innovative entrepreneurial education short board

In college innovation and entrepreneurship education, in order to achieve more ideal effects, the new school-enterprise cooperation model is formed, that is, the school enterprises have equal status and give full play to the role of enterprises. Based on new models, it is necessary to build a model of school-enterprise common to the main body of the company, so that the company is in education. The school uses corporate resources to conduct corresponding practice teaching. In addition, listening to the professional opinion given by the company, it is conducive to building a perfect teaching system. During the continuous development of the times, the requirements for talent ability have become more higher and higher, which requires innovation and entrepreneurship should be closely to the development of the era, cultivate talents who meet the development requirements of the times, so that they have entrepreneurial quality and requirements. Thus, it is necessary to make up for the shortcomings of colleges and universities for innovating entrepreneurship education.

3.2 Strengthening cooperation between school companies

In the new school-enterprise cooperation model, we need to solve the problem of teachers first, provide practical platforms for students to promote innovative entrepreneurial education. It should be understood that the school-enterprise cooperation has both mutual benefits, and there is also a conflict of interest. This makes the company do not necessarily invest in innovative entrepreneurial education. Colleges and universities should continue to strengthen communication with companies, so that the cooperation between the two sides has continuously deepened, constructing interest communities in order to inspire the enthusiasm of enterprises in innovative entrepreneurship, so that the cooperation between the two parties can achieve more ideal effects, and promote the development of innovative entrepreneurship education. The cooperation between the school-enterprises should also further strengthen construction, establish long-term mechanisms, so that the double reverse can maintain long-term and works, but also need to sign relevant protocols to protect the interests of all parties, so as not to affect the problem of intellectual property disputes. Enterprise cooperation.

3.3 Take a two-way management method

In the background of school-enterprise cooperation models, innovative entrepreneurship can take dual management methods, which is mainly to let enterprises and universities bear education responsibilities and clear their respective responsibilities in order to be able to promote them. In this mode, colleges and universities pay more attention to education in theory in innovation and entrepreneurship, such as the understanding of entrepreneurship, and enterprises are mainly responsible for practical education, such as cultivating students' ability, participating in specific project practice, etc. [3]. Enterprises enhance the guidance of college students through the use of enterprises and specific business, so that it can fully understand the difficulties of entrepreneurship itself. By adopting a two-way management mode, both enterprises or schools should do not appear on the situation, they should strengthen the synergy between each other, through the exchange of exchanges, clarify the course system, and play the important role of both parties.

3.4 Completing education work by means of enterprise base

Nowadays, many college students have an idea of entrepreneurship, but also effectively implement

various entrepreneurial projects, but many college students are just a moment, and they lack rigorous thinking, and some college students lack the ability to solve entrepreneurial problems, leading to their constant walls. The situation, resulting in entrepreneurship. If you want to improve students' entrepreneurial success rate, then you need to launch a high level of entrepreneurial practice. With school businesses, students can let students go deep into the enterprise to exercise, and they can also participate in the daily operations of enterprises, understand the experience of enterprises in terms of resource integration, coordination, so that they can accumulate more management experience in entrepreneurial practice. For colleges and universities, you can use the school-enterprise cooperative base to strengthen innovation and entrepreneurial reform, and the two professional education and innovative entrepreneurial education can be effectively integrated. Let students accept innovative and entrepreneurial practices, allowing students to generate venting feelings and experience, which is conducive to optimizing students' entrepreneurial thinking and philosophy, and make an important role in their graduates.

3.5 Organizing high-level innovation and entrepreneurship practice

For various colleges and universities, in the development of innovation, it should be adopted in the development of innovation, improve innovation, so that innovation competitiveness is improved, which is conducive to the progress of my country's science and technology [4]. Therefore, in the actual education process, it is necessary to avoid purely theoretical education, but also to avoid low-level practices, and put more attention on the cultivation of students' entrepreneurial patterns, so that they have technological innovation, pass Science and technology innovation makes it more competitive. For colleges and universities, we must face innovative entrepreneurial risks, and the quality entrepreneurial project should be pushed into the market, so that the school-enterprise cooperation is an important way to achieve this goal. For enterprises, you can participate in the equity investment, and the transformation of entrepreneurial projects will be made, and this can also greatly enhance the enthusiasm of enterprises.

4. Conclusion

In short, if universities want to do a good job in innovative entrepreneurship, cultivate students' own ability, then pay attention to school-enterprise cooperation, reform education methods, and build effective cooperation mechanisms, and improve the status of enterprises in school-enterprise cooperation, stimulate companies Innovative the enthusiasm of entrepreneurial education, in order to fully enter the role of enterprises, thereby reaching the corresponding talent training objectives.

References

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