

The Problems and Countermeasures in Higher Vocational Colleges "Integration of Production and Education, School-enterprise Cooperation"

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ABSTRACT. *With the development of the market economy, China's higher vocational colleges must cultivate more high-quality talents for socialist modernization, and must comply with the requirements of market economy development and strengthen cooperation between schools and enterprises. The author combined his own thinking and made some analysis on the problems and solutions in the current school-enterprise cooperation in China.*

1. Introduction

As China's overall national strength continues to increase, the employment issue has become the focus of China's economic development. Therefore, as a college, it is necessary to deepen the reform of school teaching management, promote the innovation of institutional mechanisms, strengthen the cooperation between schools and enterprises, serve the students as the purpose, and take the employment of students as the key to the survival of the school and the development of the enterprise. At present, there are many problems in the cooperation between Chinese schools and enterprises. These problems restrict the improvement of the effectiveness of school-enterprise cooperation [1].

2. Problems in school-enterprise cooperation

2.1 National policy support and guidance are not enough.

In recent years, the state has attached great importance to the development of higher vocational colleges, and has supported the school-enterprise cooperation model. It has also established a school-enterprise cooperation association, and successively carried out various experiments and obtained a certain effect. However,

the state has not fundamentally established a complete and authoritative school-enterprise cooperation system, and the guidance for school-enterprise cooperation is relatively insufficient. At this stage, the state has no macro protection policy for school-enterprise cooperation, and the investment of enterprises has not received the protection it deserves [2]. In many cooperative projects, the education department, the competent department of the enterprise and the labor department cannot be fully coordinated, and the enthusiasm and initiative of the cooperation between the school and the enterprise cannot be effectively mobilized, which greatly affects the development prospects of the school-enterprise cooperation.

2.2 Schools and enterprises lack understanding of school-enterprise cooperation.

Many high-level vocational colleges have not cultivated talents from school-enterprise cooperation, but have expanded their employment channels and opened courses that are more cooperative. Fundamentally, the improvement of the quality of personnel training and management models and the individual development of students are neglected. After graduation, regardless of the student's professional counterparts, the company first conducts an internship to solve the shortage of talents. Schools and enterprises lack understanding of school-enterprise cooperation, only pay attention to current economic benefits, and have not fundamentally participated in the whole process of cultivating talents [2]. This has become an obstacle to improving the effectiveness of school-enterprise cooperation.

2.3 School-enterprise cooperation is not deep enough.

In school-enterprise cooperation, the school only provides an employment environment for students, and the enterprise is to provide students with an exercise environment. This kind of cooperation between schools and enterprises only stays in the shallow layer and does not play any role in promoting the professionalization of the school. Enterprises lack attention in the way of training talents, and they have not really realized the combination of work and study, nor have they started from strengthening their employability and employment awareness [2]. This kind of school-enterprise cooperation is not deep enough, which greatly affects the realization of talent training goals. It also restricts the development of school-enterprise cooperation in higher vocational colleges.

3. The reasons for problems in school-enterprise cooperation

3.1 The negative impact of objective factors in the cooperation between higher vocational schools and enterprises.

A lot of energy is concentrated in production or management. There is not enough time and energy to take care of school-enterprise cooperation. This is objective and difficult to avoid, because enterprises are independent economic entities in the market

economy system, and enterprises must survive. In addition, development needs to actively face the impact of the external environment and compete with rivals [1]. To this end, the primary issue that business leaders need to consider is how to adapt to the changing economic environment through their own development and how to maintain a dominant position in the competition. This requires them to continuously improve the management level, improve the quality of employees, and pay attention to changes in the external environment. Other matters naturally follow school-enterprise cooperation that is temporarily unable to enhance the competitiveness of enterprises or that does not produce economic benefits.

3.2 Misunderstanding of subjective concepts in the cooperation between higher vocational schools and enterprises.

Enterprises have great misunderstandings on school-enterprise cooperation in subjective concepts. They believe that school-enterprise cooperation can not only strengthen students' application skills, but also greatly improve their ability to operate, and they can cultivate a large number of "double-type" for institutions [3]. Teachers, to improve the quality of teaching, the school's visibility will also be greatly improved with the improvement of teaching quality and student employment rate. However, for enterprises, school-enterprise cooperation cannot bring obvious benefits to enterprises, providing students with internship positions. Enterprise employees guiding students to practice internships will only delay the time and energy of enterprises, and waste the human and material resources of enterprises. Get a good return. However, this is a one-sided view that only focuses on immediate interests and does not see long-term interests. It is a one-sided view that only values local interests and ignores overall interests. Enterprises should think more and give adjustments and amendments. This misunderstanding of the concept has seriously hindered the cooperation between schools and enterprises.

4. Countermeasures for strengthening school-enterprise cooperation in higher vocational colleges

4.1 Mobilize the enthusiasm of enterprises to participate in school-enterprise cooperation.

In order to change the school's enthusiasm and the enthusiasm of the company is too low; the school-enterprise cooperation in higher vocational schools must re-understand the win-win situation of school-enterprise cooperation. Intern students are the most direct beneficiaries of school-enterprise cooperation, but students are not the only beneficiaries. Because students belong to the school and are employees in the future, enterprises and schools are indirect beneficiaries, and school-enterprise cooperation is multi-win. Higher vocational colleges can use enterprise resources as the internship resources of the school, and make full use of such resources to alleviate the problem of insufficient funds of the school [4]. This is also very helpful to strengthen the relationship between schools, teachers, students and enterprises. The

research and teaching of the school can directly aim at the needs of the enterprise. This not only improves the quality of teaching, but also improves the practicality of the talents. It can also shorten the post-running period of graduates in the enterprise and ensure that they put into normal work as soon as possible. Create value. The corporate environment has incomparable authenticity for the vocational training bases of higher vocational colleges, which is precious for the growth of talents.

For enterprises, some practical problems of the enterprise cannot only be solved in the school-enterprise cooperation, but also better to make the long-term interests of the enterprise. A large number of excellent practical talents can be cultivated in the cooperation between schools and enterprises, and enterprises can give priority to the introduction of scientific research achievements in higher vocational colleges in this cooperation mode, and can improve the management level and technology of enterprises with these advanced achievements. Level. Moreover, enterprises can also regularly send employees to higher vocational colleges to conduct theoretical knowledge training and improve the quality of all aspects of employees. In addition, the training and R&D bases of enterprises and higher vocational colleges can complement each other and reduce their own costs.

4.2 School and enterprise adhere to the principle of mutual benefit and market orientation.

First, the principle of mutual benefit should be adhered to between higher vocational colleges and enterprises. Adherence to this principle is the most basic guarantee for the success of school-enterprise cooperation. Both enterprises and institutions hope to gain some benefits in school-enterprise cooperation. Obviously, enterprises can provide high-quality services to higher vocational colleges in this model, and schools can achieve complementary effects with enterprises with their own advantages. To achieve a win-win situation, we must complement each other's advantages. We must not only emphasize the support of the partners, but not the things that benefit the other. School-enterprise cooperation is the active goal of both higher vocational colleges and enterprises to achieve the desired goals. The completion of this work can only be achieved by the efforts of enterprises, and the contribution of higher vocational colleges alone cannot achieve the desired results. Second, school-enterprise cooperation should also operate based on adhering to market choices. The so-called market-oriented principle is that you cannot rely too much on government support and input. Market regulation plays a very important role in the strengthening of school-enterprise cooperation. The key to the promotion and operation of school-enterprise cooperation lies in the external environment of the market [5]. The resource allocation mechanism of the market restricts the form, depth and breadth of school-enterprise cooperation.

4.3 Strengthen the coordination role of the government between schools and enterprises.

Give full play to the leading role of the government in school-enterprise cooperation. The government will establish a standardized cooperation platform for institutions and enterprises. The following measures can be adopted to promote the more orderly and stable cooperation between schools and enterprises [6]:

First, formulate policies and systems for school-enterprise cooperation.

Second, play a regulatory role in tax advantage and promote the active participation of enterprises through tax incentives.

Third, build a number of school-enterprise cooperation bases, foster a group of large and medium-sized enterprises to accumulate mature experience for the cooperation of school-enterprise cooperation, widely promote the perfect school-enterprise cooperation mode in the region, and continuously enhance the competitive advantage of regional talents.

Fourth, maintain funding for the company and increase investment on a yearly basis. Give full play to the media role of industry associations in school-enterprise cooperation. Industry associations have unique advantages in information. They can use this information advantage to match enterprises and higher vocational colleges, and constantly optimize the connection between internships and students. Improve the efficiency of school-enterprise cooperation. In the school-enterprise cooperation, the economic interests of the students should be fully considered. The higher vocational colleges should take the initiative to bear the internship funds of the interns, and clearly divide the income generated. Maximize the initiative and enthusiasm of enterprises to participate in school-enterprise cooperation. At the same time, cooperation in a rich and diverse form is also a powerful measure to promote school-enterprise cooperation. For example, companies invest a certain amount of money to train their own professional talents. If necessary, they can also send technical backbones to higher vocational colleges. The implementation of training work not only enhances the competitiveness of talents, but also provides reliable talent guarantee for enterprise development.

4.4 Improve policies and regulations.

Many schools and enterprises cooperate with each other as verbal agreements. In this case, once the cooperation fails to achieve the desired effect and purpose, the two parties will blame each other. Therefore, to improve relevant policies and regulations, the two sides jointly develop a school-enterprise cooperation program to ensure that the cooperation between the school and the enterprise is more stable and clear. Schools and enterprises must reach a consensus on the cooperation between schools and enterprises, and fundamentally recognize the importance of school-enterprise cooperation, rather than simply signing cooperation agreements and forming mature educational ideas in cooperation [5]. It is necessary to clearly stipulate the type of talents that enterprises need to make necessary for the school, and ensure the effectiveness and smooth progress of school-enterprise cooperation.

4.5 Formulate incentive policies to encourage teachers to enter the enterprise.

In the school-enterprise cooperation, enterprises often do not understand the school's educational philosophy and talent training model. With the continuous development of school-enterprise cooperation, schools must occupy the school-enterprise cooperation work. Dominate, gain more initiative, formulate corresponding incentive policies, and encourage teachers to lead students to enter the enterprise [6]. At the same time, enterprises should also increase capital investment, allow and encourage teachers to lead students to enter the enterprise, find out the problems of students in the process of production work, and give relevant solutions to improve the efficiency of school-enterprise cooperation.

5. Summary

In summary, if we want to reform the high school sports mode and increase the training of sports talents, we must first recognize the current situation of high school physical education and the problems in physical education, and then carry out the physical education teaching mode according to the problems existing in physical education. The bold reform and innovation of physical education management, in accordance with the requirements of the times, to train more high-quality sports talents.

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