

On the Training Path of Startups and Innovation Talents in Vocational School under School-enterprise Cooperation

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Abstract: *As an important part of our country's teaching system, higher vocational education promotes education with socialist ideas and high-level vocational skills. The prosperity of the country, the strength of the nation, the progress of the society and the happiness of the people's life are closely related to it. Strengthening and optimizing China's higher occupational education is not only the reform and development of China's higher occupational education, but also a major task and challenge facing China's overall educational Change and Innovation. Cultivating entrepreneurial talents in higher occupational education is the fundamental way for vocational school to carry out characteristic differentiated education and break the bottleneck of educational development. With the continuous deepening of vocational education reform in vocational schools, how to use the complementary advantages of school-enterprise cooperation to promote the cultivation of entrepreneurial and innovative talents has become an urgent problem to be solved. According to the analysis and research, the main problems existing in the training path of entrepreneurial talents in higher vocational colleges in my country are that the proportion of students who choose to start a business is relatively small, and the students' entrepreneurial awareness is weak. In view of the reasons for the above problems, combined with the experience of the reform of the training methods of entrepreneurial talents in foreign higher vocational education, the government increases the support for the training of entrepreneurial talents in higher vocational colleges, and establishes a long-term mechanism for the cooperation between schools and enterprises to cultivate entrepreneurial talents, puts forward thoughts and suggestions on the construction of the training path of entrepreneurial talents in higher vocational colleges.*

Keywords: *Combination of Government; School and Enterprise; Vocational School; Innovative Talents; Talent Training Path*

1. Introduction

In recent years, some higher vocational colleges have responded to the call of the state and actively explored the cultivation of practical and applied talents, which have achieved certain results, but have not yet formed a scientific and systematic teaching model. [1-2]. Startups and innovation have experienced explosive growth in the first two years, and have also entered a precipitation period with my country's economy entering a new normal and industrial transformation and upgrading [3]. In addition, the situation of college graduates with difficulty in finding employment, poor practical application ability, and low innovation ability has not been fundamentally changed. This situation requires educators to concentrate their efforts to explore effective paths for vocational education in the practice of applied talent training [4].

With the "new normal" of China's economy and the acceleration of the adjustment of economic structure and industrial structure, the demand structure of enterprises for employed workers has also undergone significant changes. Enterprises not only need applied skilled talents, but also need talents with skilful entrepreneurial thinking and entrepreneurial talents. As a re-playing base to provide talents for enterprises and enterprises, vocational school must reform the training objectives and training paths of skilful talents and increase the training of entrepreneurial talents to adapt to and advance social development [5]. In the sense of national economy, the current economic restructuring and economic downturn have greatly changed the demand structure of talents, especially for entrepreneurial talents [6]. The employment rate of college students and higher vocational students is also declining this year, and there is a double phenomenon of job vacancies and unemployment, and the mismatch problem is more serious. Therefore, exploring a set of training paths for entrepreneurial talents is of great

significance to alleviate employment and eliminate the mismatch between people and jobs [7]. With the increasingly severe employment situation of college graduates and diversified employment modes, it has become an important task for the reform and development of talent training mode of higher education in China to comprehensively carry out effective entrepreneurship education, cultivate entrepreneurial talents and make more college students take self-employment as their choice to realize their life value [8].

2. Problems Existing in School-Enterprise Cooperation to Cultivate Startups and Innovation Talents

2.1. Vocational School Do Not Pay Enough Attention to Vocational Education

The employment of college students has always been a difficult problem, and entrepreneurship is even more difficult [9]. Based on this fear of difficulties, most college students lack entrepreneurial awareness, coupled with the pressure of the external environment, it is difficult to support their entrepreneurial dream, so they can only choose to give up the road of entrepreneurship [10]. At the same time, some vocational school believe that vocational education should be a matter of undergraduate colleges, which is difficult to implement for students in vocational school, and do not pay enough attention to the "Internet +" College Students' startups and innovation related competitions, resulting in insufficient investment in capital and other resources and insufficient support in policy and technology. The talent training mode guided by the needs of enterprises began to be widely implemented. However, while improving the employment rate of students, this training mode is bound to lead to the "orientation" and "format" of talents, which greatly limits the startups and innovation ability of students.

As a higher vocational college, its development foundation, service orientation, student source characteristics and training goals determine its professional orientation of talent training. Many vocational school fail to set up majors according to the actual needs of talents at different stages of social development, and the course content fails to break the logical relationship of disciplines and implement modular design. Each course set in the teaching plan specifies the teaching content and course hours in detail. Although it ensures a unified quality standard for education and teaching, it also has negative effects such as lack of freedom and encouragement, resulting in a dull educational atmosphere. In terms of teaching methods, the combination of learning and use cannot be achieved. The single goal of education and training and the single curriculum structure limit the development of students' personality. This lack of comprehensive application of basic theory and professional knowledge to practice teaching mode causes students to feel bored with learning, and erodes students' enthusiasm and motivation to innovate. The current education plan spends the main study time on instilling book knowledge, and does not pay attention to cultivating students' scientific research ability, creativity and innovation ability, imagination and innovation ability while business learning. Vocational colleges should attach importance to practical teaching, take professional construction as the guide, discipline construction as the support, and curriculum reform as the center to study new paths for startups and innovation talent training models.

2.2. The Combination of Government, School and Enterprise Is Not Close

Entrepreneurship education is a systematic project. It is difficult for schools or enterprises alone to be fully qualified for this project. Enterprises and schools have started to cooperate in various aspects in Industry-University-Research, and sending some of them is a good start for cultivating entrepreneurial talents. However, at present, the cooperation among government, schools and enterprises still has the problems of unclear and imperfect institutionalized system: the unclear division of power and interests makes it difficult for the benefit sharing and risk sharing mechanism to play its full role; Leading to unstable long-term cooperation; What clever colors the government should play in school-enterprise cooperation and what interventions it should take are all issues that need further rationalization. There are still many social factors interfering in the cooperation between government, schools and enterprises. The cooperation between government, schools and enterprises is still three loose independent parties, and it is difficult to form close cooperation. The sub-players of a system can't coordinate with each other, which will definitely lead to the poor function of the whole system. The cooperation between government and enterprises will definitely affect the Cultivate entrepreneurial talents. The cultivation system of entrepreneurship education is shown in Figure 1.

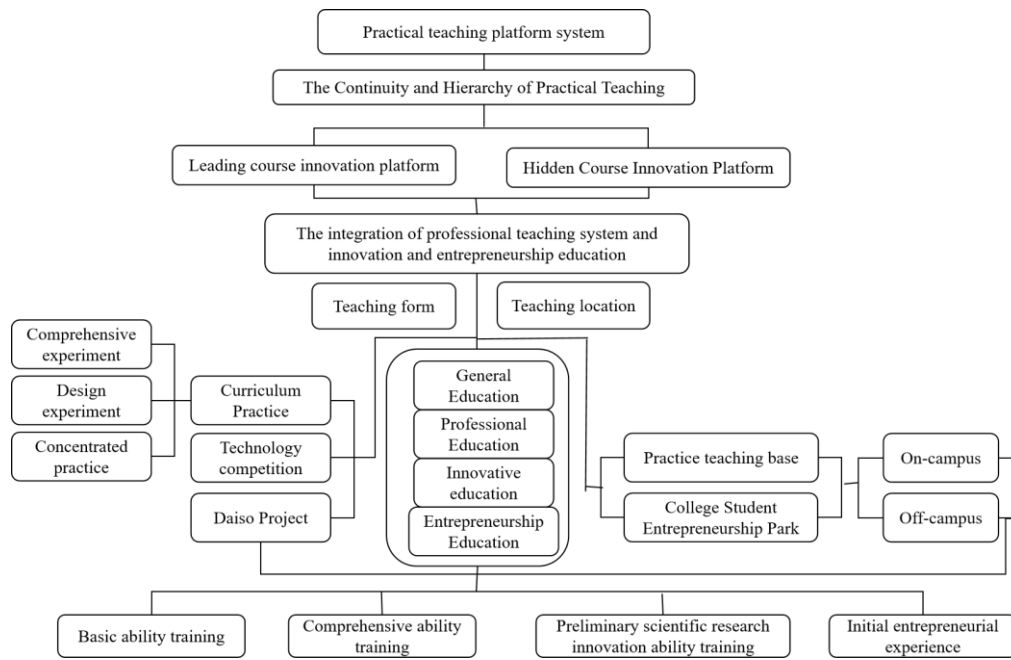


Figure 1: The training system of vocational education

Although with the change of the situation, the leaders and teachers of the college have begun to realize the importance of cultivating creative talents, there is a lack of unified and rigorous scientific planning, which is embodied in the following aspects: the lack of a logical and skillful guiding ideology of entrepreneurship education theory; Lack of professional entrepreneurship education curriculum design and training method research, lack of a team of teachers with rich entrepreneurial experience and educational means, and lack of a better means of entrepreneurship education publicity. It has not paid enough attention to students' entrepreneurship. Even many college leaders and teachers do not support students' entrepreneurial activities. Under the current situation of oversupply of low-end human resources and lack of high-end entrepreneurial talents, only paying attention to the problem of industrialization can not fully solve the problem. Only cultivating students' creative consciousness and entrepreneurial enthusiasm. At the same time, the author also found in the investigation and interview that the majority of teachers in the college have entrepreneurial experience and creative consciousness, and the teachers have insufficient understanding of entrepreneurship. These are stumbling blocks to students' entrepreneurship.

3. Build a New Path for the Cultivation of Startups and Innovation Talents under School-Enterprise Cooperation

3.1. Increase the Emphasis on Vocational Education

First of all, we should establish school-enterprise partnership and give strong support in terms of capital, policy and technology. Vocational school should conduct in-depth communication and cooperation with enterprises, improve the soft and hard environment of vocational education, build a good platform for communication and open learning, and truly achieve resource sharing and integration of industry and education. Vocational school can send students to enterprises for learning and practice by means of post practice, school enterprise order classes, project research and development, which can greatly improve students' innovative consciousness and skills. At the same time, enterprises can also come to the school to carry out entrepreneurship lectures and training, truly guide students to participate in real entrepreneurship projects and related startups and innovation competitions, and enable students to achieve real zero distance contact with enterprises, so as to improve students' entrepreneurial interest and ability. Students' willingness and ideas for startups and innovation should be encouraged and supported by policies and funds. Teachers with outstanding achievements in vocational education should be encouraged and supported by vocational school. For example, the students they bring have achieved excellent results in the "Internet +" startups and innovation competition, or the students they bring have outstanding performance in startups and innovation projects, Instructors should get extra points and promotion in professional title evaluation or other

aspects. Thirdly, vocational school should make a breakthrough and change in the concept of vocational education. The core competence system of entrepreneurial talents is shown in Figure 2.

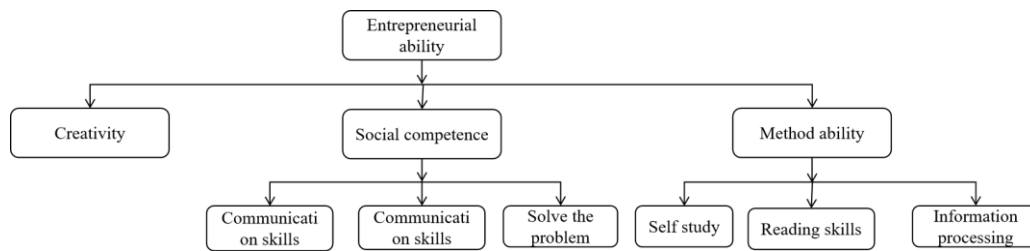


Figure 2: Core competence system of entrepreneurial talents

Vocational education is integrated into teaching management, and the curriculum is the core. Vocational education is embedded in the curriculum system of professional education, and the practice link should be strengthened to establish a good environment combining teaching and practice. For example, in terms of talent training mode, vocational school adopt a tutor system education method, and students can choose courses and guide teachers across majors and disciplines. According to the actual situation, we can design an educational organization model that conforms to the talent training concept of this model. It is also possible to carry out various forms of campus practice activities, establish student associations that combine practice, and improve students' innovative ability; establish on-campus training bases or adopt the mode of cooperating with enterprises and institutions to build special practice experiment bases to enable students to Under the guidance of theory, accept the test of practice. Personalized education in vocational school tries to use a variety of educational resources and educational means to enable students to find a unique growth point suitable for their own personality development, and to advance the free and full development of individual life. The first is to establish the concept of individualized education and adhere to the principle of innovative education. The development of vocational education in vocational school is out of the realistic dilemma of graduate employment pressure. Therefore, the starting point of entrepreneurship education basically stays at the level of cultivating students' employment and entrepreneurial skills. This educational philosophy is far from encompassing the meaning of entrepreneurship education. To solve the problem, we must first establish the concept of individualized education and adhere to the principle of innovative education. For example, after long-term practice, a higher vocational college has gradually established a new concept of undergraduate education of "people-oriented, integrated training, seeking truth and innovation, and pursuing excellence", focusing on the all-round development of people, establishing the dominant position of students, and constantly emphasizing knowledge, ability, Equal emphasis on quality and development of research-based teaching. This training concept runs through the soul of the innovative education system of vocational school and is the guiding ideology for the training of innovative talents.

3.2. Establish a Long-Term Mechanism for School Enterprise Cooperation to Cultivate Entrepreneurial Talents

In the current competitive economic environment, in order to gain long-term competitiveness, enterprises must constantly develop new products and reduce costs and expenses, so as to be invincible in the competition, which provides a basis for cooperation between enterprises and schools, because colleges and universities generally have the advantages of research and development and intelligence. At the same time, in the process of this cooperation, it plays an important role in cultivating entrepreneurial talents. It is the main place for scientific research activities in schools, but colleges and universities usually need to play the role of enterprises to provide scientific research topics and funds. However, in the present situation, the method of entrusting scientific research is generally adopted, that is, enterprises do not directly participate in scientific research activities, but entrust them to research institutions of universities and provide research funds at the same time. This kind of cooperation method-on the one hand, it is beneficial for schools and enterprises to make use of their own comparative advantages, but on the other hand, it may also result in the termination of the cooperation relationship once the scientific research project is over, which is not conducive to the long-term cooperation between schools and enterprises. Therefore, let enterprises actively participate in the scientific research activities of schools, which can also improve their own scientific research achievements and scientific research talents, and on the other hand, it is easy to form a mutually integrated relationship with commercial vocational colleges, which is conducive to long-term cooperation. Vocational colleges are a place with many treasures, highly educated talents, rich books

and materials, a large number of equipment and instruments, etc. Sending some resources can often be transformed into real productivity in a relatively short period of time, with great economic benefits. value. Moreover, most colleges and universities will have a powerful alumni association, which contains important resources. Enterprises can establish business cooperation relationships with other enterprises through the contacts of colleges and universities. Therefore, by digging deep into the resources of the school, for the enterprise itself, definitely a huge treasure. The school entrepreneurship practice teaching system of the simulated enterprise is shown in Figure 3.

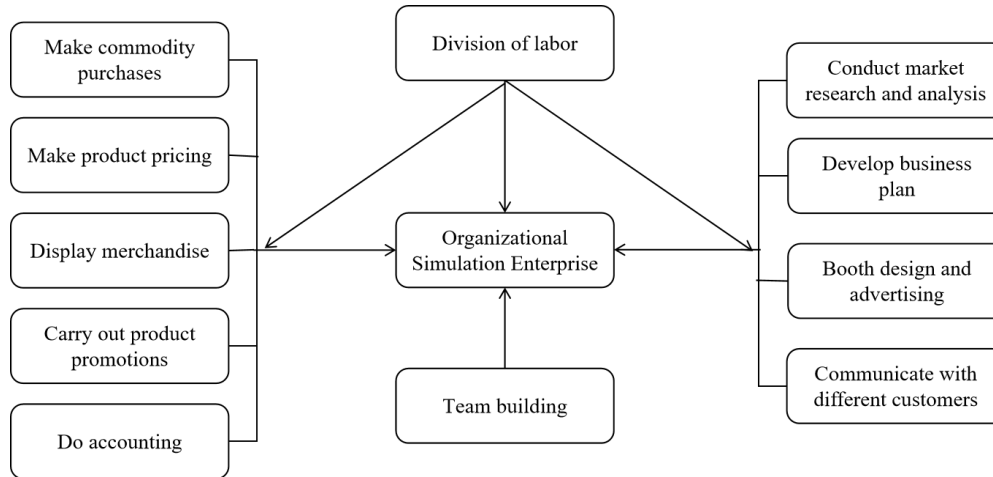


Figure 3: School entrepreneurship practice teaching system of simulated enterprises

The cultivation of entrepreneurial talents needs a lot of practical activities, and schools should actively build platforms with enterprises to build practical teaching bases. Enterprises can choose to build training bases with their counterparts in vocational school according to their own business characteristics and technical conditions. One form is to move enterprises to schools, that is, schools provide places and even some basic equipment, and enterprises provide funds, equipment and management personnel, which can directly provide practical operation platforms for teachers and students in schools, and at the same time, they can make better use of the R&D capabilities of schools. The other form is to move schools into enterprises. That is to say, according to the training purpose and plan of the school, students from vocational school are arranged to go to the enterprise for practical training, and included in the assessment as course credits, even after the training, excellent students are considered for direct employment.

4. Conclusion

To sum up, under the background of "mass startups and innovation", relying on the school-enterprise cooperation platform to carry out the cultivation of startups and innovation talents is conducive to promoting the employment and entrepreneurship of students in vocational school, and deepening the production and education of vocational school. Integrate and meet the needs of social enterprises for talent. Vocational school should strengthen their emphasis on vocational education, change their concepts, and actively integrate innovation into the whole process of talent training. , and truly realize the benefits of schools, governments, enterprises, society and students.

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