

# Exploration and Practice of Talent Training Mode of Post-Oriented Education Based on School-Enterprise Community

Zhen Li

*Hunan Communication Polytechnic, Changsha, China*

**ABSTRACT.** *It is important in modern society to cultivate talents of post-oriented education under school-enterprise community. At present, this training mode should be combined with local industries, and conduct in-depth cooperation with enterprises, so as to help schools cultivate talents with more professional characteristics, meet the needs of the society, and truly achieve students' success, parents' confidence, enterprise satisfaction and social recognition. Therefore, the author analyzes the connotation of this kind of talent training mode, and analyzes the specific implementation strategies combined with the actual situation, and finally evaluates the effectiveness monitoring.*

**KEYWORDS:** *School-enterprise community; Post-oriented education; Talent training mode; Exploration and practice*

## 1. Introduction

With the gradual progress of society, most of talents in modern posts shoulder the mission of production, construction, management or service of enterprises, and need to have high comprehensive quality, solid theoretical knowledge and strong business ability. In order to better cultivate talents in line with the laws of social development and the needs of enterprises, most of schools will formulate talent training mode of post-oriented education based on school-enterprise community when conducting research on talent training mode. This kind of talent training mode can ensure to a great extent that the school can deliver talents to enterprises, so it is favored by modern colleges and universities.

## 2. Connotation of Talent Training Mode of Post-Oriented Education Based on School-Enterprise Community

The most direct analysis of post-oriented education is that students apply the theoretical knowledge to the specific work to obtain unified training, so that all learning knowledge and business skills can be highly consistent with the post, which meets the direct needs of enterprises and realizes the mode of "post after graduation". The concept of school-enterprise community is that schools and enterprises carry out in-depth cooperation, and cooperative development and cooperative education are the ultimate orientation. Schools and enterprises rely on each other and coexist to build a rigorous organizational structure and perfect management mechanism, so that schools can perfect the talent training mode to really realize the process of talent education.

## 3. Implementation Strategies of Talent Training Mode of Post-Oriented Education Based on School-Enterprise Community

From the perspective of talent training mode, the school actively builds a platform for reform and education. They should look for the cooperation unit in the direction of students' future employment. After school and enterprises have established a community, a management council should be set up. And the president and the person in charge of the enterprise are the core leaders, and a special person should be assigned to do the work. The corresponding departments such as the teaching department, the practice department, the supervision department and the social service department should be connected with different departments of enterprises to train students on the basis of high-tech talents. By monitoring and timely feedback, school-enterprise community can be formed more smoothly, promoting deep integration of school-enterprise cooperation and building a good technical platform for students.

In addition, we should make job determinations based on needs. The council in schools plays a vital role in the training of the entire talent. It conducts follow-up surveys from the perspective of undergraduate employment questionnaires and corporate talent demand surveys. Schools and enterprises communicate on both sides to determine the future talent demand direction of the post and determine trend of future talent development mode. We should focus on the core professional technology, and provide a general explanation of the demand for finishing jobs. According to the demand of the post for talents and future development trend of product for talents, the corresponding teaching plan should be formulated, so that students can develop in an all-round way in terms of knowledge, skills and personal quality. Finally, it can realize the goal of talent cultivation and the direct connection of the post demand of enterprises.

Learning content can be determined based on job requirements. Spiral curriculum teaching system, and progressive practice system can increase the breadth of teaching. In the first academic year, students are first introduced the knowledge for understanding the industry's prospects, initial understanding of various knowledge, and initial mastery of basic skills. And then the school will carry out theoretical knowledge learning and some internship training so that students can master basic skills and basic knowledge. In the second academic year, we will conduct in-depth knowledge and assist in corresponding training so that students can deeply understand the principles of various operations. The third academic year is the study of comprehensive knowledge and practical training. All teaching standards refer to national vocational qualification standards. Such teaching can truly achieve the consistency of curriculum standards and post standards, and the true integration of theoretical teaching knowledge and practical knowledge.

Typical teaching can be conducted to enhance the depth of teaching. Enterprises generally have representative typical products. In teaching, a learning scenario of teaching, learning and doing processes is designed according to the various processes of typical products. And theoretical knowledge will be explained in depth, the core details of practical operation will be taught, and the product will be produced after learning. In this way, teaching is carried out according to the sequences from single to comprehensive, simple to complex, and low to advanced, helping to cultivate students to understand basic laws of things and to complete the development of teaching resources. Typical product teaching is carried out after spiral teaching and progressive practice, which helps students better grasp breadth and depth of knowledge.

The sharing of training base can truly realize the integration of teaching and post. In the early stage of school learning and practice, students will be brought into enterprises for post practice. On the other hand, on-the-job learning should be based on project orientation and task driving.

The experimental training out of school can truly show all kinds of knowledge, skills and comprehensive quality of students, and it can also find out the missing and fill in the missing, and further improve the knowledge, skills and comprehensive quality of students. The sharing of training base can meet the diversified development of school curriculum, help improve students' ability, cultivate students with innovative ability, and realize the role transformation between students and enterprise employees.

#### **4. Effectiveness Monitoring of Talent Training Mode of Post-Oriented Education Based on School-Enterprise Community**

The talent training mode of post-oriented education based on school-enterprise community is relatively special. How to monitor the effect and evaluate the teaching system is worth thinking. The evaluation of the school is carried out from the academic affairs office, college and professional teaching and research office, while that of off campus training is carried out from the corresponding training department. The evaluation standards shall be formulated by the professional teaching and research office. After being reviewed and approved by the school and the training department, the academic affairs office shall give the final instructions. The assessment can be conducted based on traditional examination, cognitive assessment, professional technical ability appraisal and professional technical ability competition. As a result, students' learning ability, theoretical level, practical operation skill, occupation related behavior standard ability and safety awareness are comprehensively investigated to cultivate talents who meet the needs of society and enterprises.

#### **5. Conclusion**

In the process of cultivating students, colleges and universities need to cultivate talents needed by society. School-enterprise community mode is an encouraging training model to train talents with post-oriented education. After two-way training, it can truly realize the communication between full-time teachers and technical backbones, and the knowledge and skills of students and enterprise employees. The school should

actively build a teaching practice platform, and determine needs of the post from needs of enterprises. In addition, the school should get through goals of talent training and needs of the post of enterprises, develop spiral and progressive teaching system to improve knowledge range of students. Furthermore, the school should take typical cases as the core analysis to comprehensively improve the knowledge depth of students, and then carry out post practice to truly realize the integration of teaching and post.

### **Acknowledgement**

Fund program: Empirical study on student satisfaction index system of teaching quality of civil engineering majors, scientific research project of human education department, 2017787.

### **References**

- [1] Liang Long (2017). To Innovate “School-Enterprise Community” to Achieve Multi-win-win Situation: Reform and Practice of Personalized Training Mode for Studios Based on School-Enterprise Community. *China Textile*, no.7, pp. 40-40.
- [2] Xie Jinlou (2017). Operation and Enlightenment of “Learning Community” in Application-oriented University Studios in Taiwan, China: Based on the Perspective of School-Enterprise Cooperation. *China Adult Education*, no.10, pp. 106-110.
- [3] Qiang Chengwen, Cheng Daolai, Chen Lei (2017). The Logic and Practice of Vocational Skills Cultivation of High-skilled Applied Talents from the Cultural Perspective: A Case Study Based on “School-Enterprise Cultural Community”. *University Education*, no.12, pp.89-90.
- [4] Cao Bingzhi (2018). Practical Exploration of the Model of Industry-Education Integration and School-Enterprise Cooperation and Innovation in the New Era: Taking Cooperative Development Community of “One Enterprise, Three Schools” in the Two Provinces of Northeast China as an Example. *Vocational and Technical Education*, vol.39, no.14, pp.18-20.
- [5] Shi Zhubin, Wang Qi, Chen Ming (2019). Exploration and Practice of Maritime Internationalized Talent Cultivation Based on “Cross-Border School-Enterprise Community”. *Jiangsu Education*, no.52, pp.76-79.