

The Enlightenment of the Cooperative Talents Training Mode of Foreign Universities and Enterprises on the Application-Oriented Undergraduate Talents Training in China

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ABSTRACT. *This paper summarizes the mode of school enterprise cooperation in four developed countries, Germany, the United States, Britain and Japan, introduces in detail the mode of dual system school enterprise cooperation in Germany and the system guarantee of school enterprise cooperation in the United States, and puts forward feasible suggestions for the current situation of application-oriented school enterprise cooperation in China.*

KEYWORDS: *Foreign school enterprise cooperation; Applied talents; Training mode, System guarantee*

1. Introduction

Driven by economic globalization and information technology, the internationalization of higher education in China has developed rapidly. In recent years, most of the newly established colleges and universities, which account for 30% of the total number of colleges and universities in China, are oriented to the cultivation of applied talents. Whether the newly-built undergraduate colleges can develop and grow and be different from the general higher education, the key point is to highlight the school running characteristics, especially in the talent training mode must have its own characteristics. First of all, the goal of talent training should be to cultivate popular and applied talents that meet the needs of social development and serve the local economic construction. Secondly, we should focus on the quality standard of personnel training, the adjustment principle of discipline and specialty setting, the establishment of curriculum system, the selection of teaching mode and the construction of teaching staff. At the same time, with the deepening of practical teaching reform as the breakthrough and focus, optimize the structure, and build an application-oriented undergraduate talent training model with outstanding characteristics and obvious advantages.

2. An Overview of the Mode of School Enterprise Cooperation in Foreign Universities

2.1 Dual System Model in Germany

The dual higher education model originated in Germany. Germany's dual system of Higher Education (duales studio) was first implemented in vocational colleges. Vocational College (berufsakademie) is different from research university, which is a new talent training mode. Among them, 3 months are for classes in universities, 3 months are for internships in enterprises, and enterprises and universities jointly cultivate senior application talents. The earliest school enterprise cooperation was a new talent training mode jointly initiated by Robert Bosch GmbH, Daimler Benz AG, standard Elektrik Lorenz Ag and the school of management and economics of wuertenburg, baton in 1972. A large number of high-level applied talents have been trained in the Vocational College of wuertenburg, baton, and have been widely recognized and praised. After that, German states have followed this model to establish vocational colleges to train senior application talents for local enterprises. In 2009, the Vocational College in wuertenburg state was upgraded to DUALE Hochschule Baden wuertenberg. After quality evaluation, the bachelor degree of dual system is equivalent to that of comprehensive university and Applied Science University. This shows that the quality of running a dual system university is highly recognized by the society. Not only in vocational colleges, but also in Applied Science Universities and comprehensive universities. These colleges and universities have introduced dual system courses. At present, there are 189 universities offering dual courses in Germany, including University of Applied Science and technology, vocational college, comprehensive university and other higher education institutions. Now, the reform of German universities focuses on setting up dual system courses. The number of dual system courses and the number of candidates are increasing. Germany's dual system higher education system is relatively complete, which breeds different modes of running schools. There are three main modes: baton Wurttemberg mode, North Wei mode (North Rhine Westphalia mode) and Bavaria mode[1].

2.2 The Mode of "School Enterprise Contract" in America

The school enterprise contract model is the most classic vocational education talent training model in the United States. Under the leadership of the government education department, cooperative enterprises and vocational colleges participate in this training mode. The two sides of the cooperation sign a fair cooperation agreement between schools and enterprises to achieve a win-win situation for Vocational Colleges and enterprises. For example, for secondary vocational education, colleges and universities have laid the foundation of German dual system higher education and promoted the development of dual system higher education. The school focuses on training students' practical ability and ability to adapt to the society; for higher vocational education, colleges mainly cultivate technical talents in various fields according to the contract. The mode of school enterprise contract

closely links vocational colleges and all sectors of society. Vocational colleges can establish adaptive talent training programs according to the needs of all sectors and industries, and then set up targeted courses and skills training[2].

2.3 The Mode of “Work Study Alternation” in England

British vocational education adopts the mode of work study alternation. In the first two years, students study professional knowledge and theoretical skills in the school, in the third year, they practice and work in the cooperative enterprise, and in the last year, they return to the school for further study, examination and examination. Under different school systems, students' time in schools and enterprises is also different. There are two forms of work study alternation in the UK: one is based on the school, which entrusts the enterprise to give the students the opportunity to practice and pay the students a certain salary during the internship; the other is based on the enterprise, which pays the students' tuition and all the expenses during the internship. This mode of work study alternation integrates students, colleges and enterprises, makes students in the state of employment ahead of time, makes school education and enterprise work closely linked, and makes a natural transition[3].

2.4 Japan's Mode of “Enterprise Visiting School”

Japan's mode of enterprise visiting school is a school enterprise cooperation mode, which is based on the development of the national conditions of Japan. Before entering the vocational college, students will first go to the cooperative enterprise for a short period of probation, so that students can understand the actual production process and each production link, and make preliminary career planning and determine career positioning. When the students enter the school for theoretical professional education, the school will train them according to their professional orientation. At the same time, the students need to return to the enterprise regularly for stage practice and skill training during their study in school, so as to realize the effective combination of theory and practice[4].

3. The Enlightenment of Foreign School Enterprise Cooperative Talents Training Mode

3.1 Establish a Sound Legal Guarantee System

Legislation first is the key and the most important link to guarantee the new development mode. Without sound laws and regulations monitoring and guarantee, no development mode can be realized smoothly. From the legislative history of school enterprise cooperation laws and regulations in developed countries, such as the United States, most of the relevant laws and regulations of school enterprise cooperation come from the social needs, so they are highly targeted and operable. At

present, the relevant laws and regulations of school enterprise cooperation in our country are not perfect, especially the existing laws and regulations lack the provisions on the obligations and rights of enterprises to participate in vocational training, which makes school enterprise cooperation less attractive to enterprises. In addition, the functions of government are absent and lack of supervision and coordination of industry associations. Although the government attaches great importance to school enterprise cooperation in recent years and has carried out a lot of pilot work, the functions of organization, guidance, supervision and assessment of the government and industry associations are weak, which does not play an effective organizational guarantee role in school enterprise cooperation. All these hinder the further development of school enterprise cooperation[5].

We believe that we should improve it from the following aspects: first, strengthen the binding force of laws and regulations on schools, and the training plan of schools should meet the needs of society and enterprises. In addition, to reform the current compulsory education system, not only junior and senior high school graduates have the opportunity of vocational training, but also students of any grade have the right to receive vocational training. At the same time, open the overpass between Vocational Colleges and universities to provide more opportunities for vocational college students to further study. Second, carry out strict qualification certification. The graduates of vocational colleges should issue the industry qualification certificate as the completion certificate, and whether they can enter a certain industry is also subject to the qualification certificate. In this way, the graduation certificate of vocational colleges is linked to the employment qualification. Of course, we should strictly manage the graduation examination of colleges and universities, the examination of industry qualification, and improve the gold content of industry qualification. Third, strengthen the management of enterprises. The personnel recruited by the enterprise must have the corresponding industry qualification certification before they can take up their posts. At the same time, the employees of the enterprise have the right to enjoy regular vocational training, so that the employees of the enterprise can master the latest knowledge[6].

3.2 Establish the Mode of School Enterprise Cooperation of Interaction and Mutual Assistance

In fact, school enterprise cooperation is the interaction and mutual assistance between schools and enterprises. At present, the mode of school enterprise cooperation in China is limited to the unilateral pursuit of cooperation with enterprises in order to solve the employment of students. However, the school's training and learning have little attraction to enterprises. The mode of school enterprise cooperation of interaction and mutual assistance has not yet been formed. The local government should formulate relevant management measures and rewards, such as the construction of training base of enterprises cooperating with colleges and universities, the provision of loan preferences, or the granting of tax preferences, to attract enterprises to participate in the talent training of colleges and universities. In addition, we should establish a perfect vocational qualification evaluation system,

adopt flexible and diverse school enterprise cooperation mode, and reform the school teaching mode[7].

3.3 Strengthen the Construction of Teaching Staff

China should actively develop the pre service training and post service training programs. From the perspective of large population and employment population, the development potential of Vocational Education in China is huge. Therefore, vocational colleges should consolidate and develop their own professional teachers to meet the needs of teachers. In addition, colleges and universities should improve the construction of part-time teachers and double qualified teachers, hire high skilled talents of enterprises as part-time teachers, bring the latest technology and new technology in production, so that students can timely understand the latest trends of economic development, strengthen the contact with society, so that students can get more harvest in the practical teaching link^[8].

4. Conclusion

To sum up, the key to whether the application-oriented undergraduate education can meet the needs of China's economic and social development for high-level application-oriented talents lies in whether its talent training model has characteristics; whether it can learn from the successful experience of foreign higher education, and according to the needs of the market, define the training objectives and school positioning; whether it can establish a reasonable curriculum system structure and content to meet the talent training objectives Can we attach importance to the cultivation of practical ability and innovate the practical teaching mode? Only when these problems are solved, can more applied talents meet the needs of various industries be cultivated.

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