

# The Way of Constructing the Diversified and Joint Administration Model of School-Enterprise Cooperation and Education

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**Abstract:** With the rapid development of the world, the needs of society and enterprises for all kinds of talents are also increasing. Of course, the cultivation of application-oriented talents is the demand for the survival and development of students, as well as the training goals of major schools. Through school-enterprise cooperation, the employment rate of students can be effectively improved. However, due to the limitations of many conditions, the current diversified school-enterprise cooperation model also faces some problems. This article provides some measures for the problems that exist on the way and how to construct them.

**Keywords:** School-enterprise cooperation; Cooperative education; Diversified and joint administration

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## 1 The characteristics and advantages of the diversified cooperative education model

Cooperative education refers to the school's core goal of cultivating application-oriented talents by using the advantages of equipment and practice of enterprises, government departments, scientific research institutions and other social enterprise institutions to develop various cooperative methods<sup>[1]</sup>. Compared with the traditional talent training model, cooperative education combines the resource advantages of multiple subjects. The main advantages are shown in the following points:

### 1.1 Open talent training

The traditional way of education is very simple, which makes students self-closed. The educational model of cooperative education breaks through this disadvantage, which makes the subject of education no longer limited to schools. Enterprises, scientific research institutions, government departments, etc., can be used as the object of cooperation with universities to educate people. Colleges and universities work together with other subjects to formulate standards and plans for talent training, and delve into the whole process of talent training, which can make the way of talent training more open and diversified than the traditional model. Especially with the continuous expansion and development of the scale of graduate education in China, the school's teaching content and methods can be more in line with the needs of enterprises and social reality<sup>[2]</sup>. And we can hire the engineers or researchers who have rich experience to teach students in the companies and research institute and other cooperative institutes. Not only does it meet the concept of the needs of the current era, but also helps to improve the overall quality of graduate training. At the same time, in the process of cooperatively running schools, universities and colleges make timely adjustments and improvements to talent training programs based on the opinions and suggestions of employers so that college students are more in line with needs of society for talents.

### 1.2 Diversified and joint administration

Cooperative education involves the interests of different

enterprise organizations, and is a new and unique mode of cooperation between multiple enterprise organizations. Cooperative education emphasizes the in-depth cooperation between different enterprise institutions and participating elements. Not only does it require coordination and integration among multiple institutions, but also needs to be coordinated and integrated between institutions in terms of concepts and goals talent training, and systematic models<sup>[3]</sup>. The institutions should also share resources of talent training, enabling educational activities to be carried out in a wider institutional space. It promotes the improvement of educational efficiency, and thus maximizes the value of talent training goals. On the one hand, schools can make full use of social educational resources through the sharing of resources so as to supplement the school's own shortcomings in terms of teaching equipment, teachers, and practice. Thus it can provide a better platform for talent training. On the other hand, through the cooperation between universities and other corporative institutions, they can promote the realization of their own organizational goals and social values.

### **1.3 Cultivating practical ability of students**

Practice is a direct source of knowledge and cognition. Knowledge can only be impressively and clearly understood on the basis of practice, and it can only be better developed under the impetus of practice. Taking engineering education as an example, due to the misalignment of educational ideas and the "scientific" problem of engineering education, the cultivation of engineering talents does not meet the needs of the industry, so it urgently needs reform<sup>[4]</sup>. Graduates generally believe that it is the practice most need to be improved. The core of the cooperative education model, especially the school-enterprise cooperative education model, is to emphasize the cultivation of students' practical ability. Whether it is from the curriculum system or the teaching content or the teaching method, it emphasizes the close connection between professional and social production. The school-enterprise cooperative teaching model places students in a real working environment, strictly demands students as a qualified pre-professional. Students learn to use knowledge to analyze problems, and proposes corresponding solutions to the problems so as to improve capability of practice.

### **1.4 Improvement of comprehensive quality**

The relationship between the cultivation of talents and the macro society is closely connected, because it involves the development of talents in terms of knowledge, skills, practice, emotional intelligence, and capabilities. The characteristics of the combination of cooperative education and production and job practice have enabled students to go out of school, and penetrate into the social environment. It has a very important impact on the overall development of students and it is an effective model for training application-oriented talents<sup>[5]</sup>. This kind of school-enterprise combination teaching mode is to promote students' learning, which enables students to integrate into the society more quickly, change their own knowledge into a key way of technology, and improve students' scientific research and innovative quality. It can master future employment, the purpose of the knowledge and work skills required by enterprises and society. Moreover, it can establish good interpersonal relationships through communication with people in work, scientific research and management practices. And it has a certain effect to cultivate students' complete views of world, life and values. Therefore, cooperative education not only relates to the cultivation of students' cognition and emotion and creativity in the learning process, but also plays a role of balance and coordination between the three. It can not only improve students' practical experience and employed competitiveness, but also greatly help to train students' comprehensive quality.

## **2 The way of constructing the diversified and joint administration model of school-enterprise cooperation and education**

In the current era, school-enterprise cooperation is the essential requirement of student education and the foundation of the combination of work and learning<sup>[6]</sup>. The mode of school-enterprise cooperation has gradually become the key to solving many problems and deficiencies in Chinese education. Regarding to this, based on the systematic analysis of the connotation of school-enterprise cooperation and the application of extension to the country, combined with China's specific national conditions and logic and laws, and by integrating various elements of school-enterprise cooperation, a unique school-enterprise cooperation is constructed with diversified educative

models. The diversified constructive model of school-enterprise cooperative education more directly reflects the participation mechanism of various enterprise institutions of school-enterprise cooperation. And it clarifies the roles and tasks played by the government, enterprises and schools. It aims to continuously improve the quality of skilled talents. The key sections are as follows:

### **2.1 Government departments play a leading role**

The good development of school-enterprise cooperation is inseparable from the support of the government, among which the most important one is the formulation of national laws and regulations for the cultivation of high-end skilled talents. The urgent task of our government now is to clarify the responsibilities of governments at different ministries, and the responsibilities and obligations of developing school-enterprise cooperation with enterprises, schools and society. It is necessary to give full play to the advantages of the industry and guide the cultivation of vocational education skills. We should promote the formulation of national standards in vocational education-related fields, implement the industry's supervision and evaluation of school-enterprise cooperation and work-study integration, and improve the mechanism of specific work of skills training in enterprises. We should also implement various tax incentives and rewarding and punishing systems for enterprises to participate in school-enterprise cooperation; we should continuously increase investment in education funds and human and material resources, thereby improving the basic construction conditions for learning of students and the basic ability of schools to train skilled talents<sup>[7]</sup>.

### **2.2 Selection of carrier for school-enterprise cooperation**

The major is the basic carrier for the implementation of teaching work in various schools. It is also the basis for the school to formulate training programs for talents, teaching plans and employment of student. It is also the basis for the students' future learning direction and learning content. The major is the expertise formed in the field of students to prepare for a future career. It can be said that the major is related to the cultivation of high-end skilled talents by the school, and it is also related to the career that students will join in the future. In the implementation of school-enterprise cooperation, the selection of the corresponding major as the educational carrier is the key section in determining the

success of the cooperation<sup>[8]</sup>. In this carrier, both schools and enterprises can jointly develop talent training programs, formulate teaching plans and contents, jointly develop diverse courses and compile teaching materials, and jointly build productive training bases inside and outside the school. Schools and enterprises give full play to their respective advantages in their respective fields, share social resources and other activities to achieve the cultivation of skilled personnel and achieve the goals of students from learning to employment and even life development.

### **2.3 Control of the constructive section**

If you want to strengthen construction of major, you must clarify what and how to do it. You must control the connotation of major construction clearly and have a deep understanding. Among them, the determination of talent training programs is undoubtedly the most important. To designate a talent training program under the school-enterprise cooperation model, it is necessary to investigate and study the major, analyze the major's needs in the society, and confirm the positioning and training goals of the major. Standards, integration of professional qualification certification, combing the overall theory and practical teaching<sup>[9]</sup>. And the construction of the foundation should be strengthened, and the perfection of basic conditions is the most basic. Through the teaching mode of school-enterprise cooperation, an internal and external training base that meets the teaching needs and practical training capabilities is established. The network can use to build a shared network teaching resource.

### **2.4 Diversified participation**

Since the development of China's modern education methods is not yet long enough, and its related systems need to be constantly improved. Companies and various institutions still do not have much interest in participating in it. Even if they participate, there is no motivation. Therefore, the country should improve the relevant system as soon as possible, and clarify the specific responsibilities and obligations of the participating enterprise organizations, schools and individuals in the training of talents. The government plays a planning and advocacy role in this process. Under appropriate incentive policies, companies should provide technical support for school-enterprise cooperation. School-enterprise cooperation is a very important way of training application-oriented talents. Schools are the executors of education and should

be the organizers of school-enterprise cooperation. Only by fully mobilizing the enthusiasm of schools, enterprises and students to participate can the effect of cooperative education be greatly improved. And thus more application-oriented talents can be cultivated.

## 2.5 Improvement of legal system

The basic strategy for the implementation and operation of education is to govern education according to law. At present, China's educative laws and regulations are all regulating and developing education, but its lack of coercion itself makes it really difficult to implement it<sup>[10]</sup>. With the development of the economy, these laws can no longer be applied to the development and reform of the current education industry. It is necessary to fully consider various factors and modify and improve them. In some professional fields, there is also a surplus of talents, while in other fields, there is a shortage of talents. It requires the state to promote education and professional demand information system.

## 2.6 Clear responsibilities

In the current enterprises, even the state-owned enterprises, its performance evaluation standard is profit, but they lack the manifestation of social responsibility. Therefore, it is necessary to realize the equivalence of rights and obligations, and establish school-enterprise cooperation on the basis of mutual benefit and win-win situation<sup>[11]</sup>. That said, we can truly mobilize enterprises to participate in the cooperation of hospitals, thereby awakening the company's sense of responsibility to society.

## 2.7 Collaborative Innovation

Innovation is an important arrangement for China to achieve leapfrog development. In the context of building a new country, collaborative innovation is an important breakthrough in the reform of education and education model and the cultivation of talents<sup>[12]</sup>. Collaborative innovation is now reflected in the higher level of school-enterprise cooperation.

## 3 Summary

To sum up, for the establishment of a diversified and joint administration model of school-enterprise cooperation in educating people, various enterprise organizations and schools must be required to cooperate. And ministries of government also need to have a guiding role in this regard. Various aspects of participation, the improvement of the legal system

are very important to the construction of a diversified and joint administration model of school-enterprise cooperation and education. After the establishment of a diversified and joint administration model of school-enterprise cooperation and education, the overall training of students cannot be relaxed. For the needs of the entire market, society, and enterprises, we must always keep the control in place. For the formulation of teaching materials and teaching content, the designated personnel must go to the market for practical inspection, sum up the needs of society in the current era, and then combine with the needs of enterprises to designate application-oriented talents that meet the needs of society.

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