

Exploration and Practice of “School-Enterprise Practice Education” Mode based on Vocational Post Ability Training

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Abstract: With the continuous advancement of the era, the field of education is also constantly undergoing new adjustments and reforms. The model of “school-enterprise practical education” has become a very significant teaching model in the current teaching process of colleges and universities. Its core lies in closely integrating the actual demands of enterprises with the theoretical teaching of schools, thereby enhancing students’ professional capabilities and achieving a seamless connection between education and employment. This article mainly commences from the connotation of school-enterprise cooperation, deeply explores the significance of carrying out “school-enterprise practical education” in the field of vocational post ability, and systematically analyzes the effective practice path of the “school-enterprise practical education” model based on the cultivation of professional position ability, to provide new ideas for cultivating students’ professional position abilities in current colleges and universities and continuously supply high-quality talents to society.

Keywords: Vocational post ability; School-enterprise cooperation; Practice path

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1. Introduction

As social and economic structures continuously transform, the associated industrial structures also experience ongoing adjustments. This evolution imposes greater demands on higher education institutions in terms of talent cultivation. Consequently, contemporary students’ vocational competencies play a crucial role in preparing them for the competitive employment landscape ahead. Within the educational framework of colleges and universities, adopting a school-enterprise collaboration model enables institutions to align with the genuine talent requirements of enterprises. By doing so, schools can develop targeted training programs that produce graduates capable of meeting job-specific needs, thereby fulfilling the demand for high-caliber professionals while fostering students’ holistic growth and enhancing their prospects for successful employment.

2. The importance of “school and enterprise practice education” in the perspective of vocational post-ability

2.1. Improve the quality of talent training to meet the actual needs of enterprises

In conventional teaching approaches, most school instruction focuses on theoretical teaching, which often leads to neglecting the development of students’ practical skills. As a result, students frequently struggle with a lack of adaptability when facing real-world tasks and find it challenging to swiftly meet job requirements ^[1]. By incorporating a school-enterprise cooperative practice education model, a link can be established between educational institutions and businesses for more effective talent cultivation. This approach allows for the integration of theoretical and practical teaching, enabling students to gain hands-on experience in authentic work settings and enhance their problem-solving capabilities, thereby progressively elevating the quality of talent training ^[2]. Additionally, enterprises can actively engage in the talent-training process, establishing precise standards and requirements based on both market trends and their own developmental needs. This ensures that trained individuals align closely with the specific demands of enterprise positions.

2.2. Enhance students’ professional identity and promote high-quality employment

The implementation of school-enterprise cooperation in university teaching allows students to immerse themselves in real-world working environments and engage with the practical operations of professional roles. This exposure provides them with a clearer and more direct understanding ^[3] of the job responsibilities they may undertake in the future. Additionally, during practical experiences, students have the opportunity to interact with industry experts, receiving meaningful career advice. This process strengthens their professional affiliation with the field, continuously motivates their learning interest, and ultimately reinforces their confidence and determination in pursuing their career paths.

2.3. Promote the deep integration of industry and education, and promote industrial upgrading

In the development of students’ vocational skills, the educational approach that combines school and enterprise practices can significantly enhance the integration of industry and education. This aligns with the direction of modern development, ensuring a smooth connection between the educational system and industrial demands while increasing the societal relevance of education ^[4]. Additionally, through strong collaboration with enterprises, schools can promptly access the latest industry trends and technical requirements. This allows for the unified adjustment and planning of curricula and teaching materials, ensuring that students’ knowledge remains aligned with market needs and prepares a talent pool for future industrial advancements. Ultimately, the deep collaboration between industry and education fosters technological innovation within industries, facilitates the conversion and application of research outcomes, and establishes a positive feedback loop between industrial growth and personnel training. This process transforms educational strengths into competitive industrial advantages, merges theoretical understanding with practical applications, and drives the commercialization of research findings and industrial evolution ^[5].

3. The effective practice path of the “school-enterprise practice education” mode based on vocational post-ability training

3.1. Clarify the goals of school-enterprise cooperation and focus on vocational post-ability training

To effectively implement the “school-enterprise practice education” model, colleges and universities must first define clear objectives for collaboration. This involves prioritizing the development of students’ professional skills while designing specific and actionable cooperation plans to ensure seamless resource integration between both parties ^[6]. In the initial stages of collaboration, institutions should thoroughly analyze the specific talent requirements of enterprises and leverage their existing teaching strengths and comprehensive educational frameworks to establish targeted training goals. This process should clarify the roles and responsibilities of each party, including aspects such as talent needs, technological demands, and long-term strategic planning ^[7]. The aim is to construct a holistic, multi-dimensional system for cultivating skilled professionals. Simultaneously, fostering professional competence requires tailoring approaches to the unique learning contexts of individual students. By assessing their adaptability and potential across various roles, educators can determine whether students align with the diverse expectations enterprises have for talent ^[8]. For instance, simulated role-based training programs can be implemented to evaluate student performance in practical scenarios. Through varied assessment criteria and evaluation frameworks, these initiatives accurately identify students’ strengths and weaknesses, guiding them toward clearer personal development paths. Furthermore, both academic institutions and enterprises should collaborate on creating customized training programs that incorporate real-world enterprise projects. This approach offers students more hands-on opportunities, enabling them to bridge theoretical knowledge with practical application and thereby enhancing their professional capabilities ^[9].

3.2. Integrate professional settings and industrial needs to optimize the curriculum system

To facilitate the advancement of the school-enterprise practical education model, institutions of higher learning must determine the alignment between existing student major offerings and industry requirements. On this foundation, they should implement dynamic adjustments to ensure a strong correlation between academic courses and industrial needs ^[10]. Furthermore, colleges and universities should conduct periodic industry analyses, gain a deeper understanding of shifts in market demands, and continuously enhance their market acumen. They must also forecast industry trends more precisely, identify industry movements and corporate requirements accurately, leverage their educational resources, and adapt both their curricula and teaching schedules flexibly. By refining the curriculum framework, they can encourage the evolving nature of educational content, thereby staying current with societal advancements ^[11].

Simultaneously, institutions of higher education should foster enduring and stable partnerships with businesses, establishing an effective communication framework between both parties. This can be achieved through regular interactions, feedback sessions, company visits, industry seminars, and other similar activities. These efforts will enable institutions to stay updated with the latest industry trends and build a comprehensive teaching resource repository. Consequently, students can remain informed about the evolving industry directions, technological advancements, and future skill gaps, empowering them to make more strategic decisions regarding their personal growth ^[12].

Furthermore, refining the curriculum structure must align with the core focus on professional competency requirements. Thus, when developing courses, relevant faculty members should actively incorporate the genuine demands of professional roles, elaborate on theoretical concepts, and emphasize the development of hands-on

skills. By encouraging students to engage in case studies, project-based learning, and practical exercises within real-world settings, the curriculum can be enhanced to ensure a seamless transition from academic content to professional application.

3.3. Strengthen the mutual integration of school and enterprise teachers, and build a “double-qualified” teacher team

The evolution of the times shapes the direction of talent development. For colleges and universities, fostering talent fundamentally relies on enhancing the capabilities of educators. Consequently, while implementing teaching reforms in higher education institutions, it is crucial to innovate in teacher team construction. This involves strengthening collaboration between academic and industry professionals, leveraging the specialized strengths of both enterprise mentors and university faculty, and collaboratively developing a “dual-qualified” teaching force^[13]. Such an approach not only overcomes the limitations of traditional teaching models but also optimizes theoretical and practical instruction, elevates the overall quality of the teaching staff, and maximizes the use of educational resources. In this process, schools can recruit outstanding technical experts from enterprises as enterprise mentors to guide student practice. By integrating these mentors into the curriculum, specialized enterprise practice courses can be established, ensuring an organic link between practical training and project research activities.

Simultaneously, to maintain high teaching standards and quality, educators should engage directly with enterprises through field visits, temporary training programs, and participation in corporate projects. This allows them to gain deeper insights into evolving business models and technological demands, continuously accumulating hands-on experience to enhance their teaching effectiveness. This type of two-way interactive teaching model not only aids in strengthening the trust between both parties but also offers a wider platform for the diverse development of educators. Ultimately, when constructing a “dual-qualified” teaching team, it is essential to develop a scientific and rational evaluation system. This ensures the professionalism and efficacy of the teaching team by periodically assessing teachers’ instructional outcomes and practical skills, evaluating students’ learning progress, and testing their practical capabilities. Additionally, a specialized evaluation framework should be established for enterprise mentors. It is crucial to gather student feedback and opinions to assess the mentors’ guidance effectiveness, thereby fostering a positive interactive loop in teaching and encouraging ongoing enhancement of educational quality.

3.4. Deepen the integration of production and education, and realize school-enterprise cooperation in education

By furthering the collaboration between schools and enterprises, it is crucial to enhance the integration of industry and education. This allows for the establishment of a more tightly-knit cooperative education framework, built on the principles of shared resources and mutual advantages. Schools can offer talent development and related services to enterprises through joint construction of training facilities, co-development of curricula, and participation in research initiatives. Conversely, enterprises can leverage their deep understanding of industries and markets to provide schools with the latest industry insights and technical assistance, thereby facilitating the seamless advancement of training-based construction and employment guidance^[14]. Through such profound collaboration, both educational institutions and enterprises can significantly boost students’ practical skills and employability, fostering a constructive interplay between academia and industry. For 11 consecutive years, during summer breaks, the School of Electrical and Information Engineering at Changsha University of Science and

Technology has organized students to travel across the country and engage with grassroots power enterprises. This initiative aims to guide young electrical engineering students in immersing themselves in society, comprehending national conditions, and practicing the philosophy of “observing, listening, and doing.” This process nurtures a sense of belonging, strengthens ideals and convictions, hones exceptional skills, continuously elevates overall competence, and enhances professional capabilities. The ultimate goal is to cultivate new engineering talents capable of adapting to industrial and societal demands while contributing to national rejuvenation.

Simultaneously, to guarantee the ultimate teaching outcomes, collaboration from government bodies, educational institutions, enterprises, and various industries is essential. Together, they should establish a multi-tiered and comprehensive cooperative education framework aimed at enhancing students’ professional competencies. This will foster a united educational effort and cultivate an excellent environment for talent development. The government must promptly design relevant policies for human resource training in alignment with economic growth realities. It should also advocate for and sustain school-enterprise partnerships while offering financial assistance and strategic policy direction when required. This ensures smooth implementation of societal sectors and corresponding regulations, forming a cohesive synergy ^[15]. Educational institutions, on their part, need to adapt their programs to market demands, refine curriculum materials, and ensure a seamless link between instruction and industry needs. Conversely, enterprises are encouraged to actively engage in designing talent cultivation plans, supply ample internship and job prospects for students, vigorously support the convergence of academia and industry, and collaboratively develop application-oriented talents suited to contemporary requirements.

4. Conclusion

The implementation of an education model grounded in vocational post-ability not only significantly enhances students’ overall qualities and employability but also fosters deeper integration between educational institutions and industries through strengthened school-enterprise collaboration. This innovative approach to talent cultivation not only elevates the school’s practical teaching capabilities but also amplifies the influence of enterprises in talent selection, creating a mutually beneficial and win-win dynamic. Ultimately, this promotes harmonious development between education and industry while nurturing more high-caliber applied talents for society. Moreover, the institution’s objective is to cultivate high-quality compound talents and industry leaders. By adopting an education framework that aligns with industry evolution, school education becomes more forward-thinking and applicable, assisting enterprises in identifying the talents they require with greater precision. This enables them to secure a leading position amidst increasingly competitive market conditions and facilitates positive interplay between education and the economy, establishing a favorable trajectory for sustainable development.

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