

# Talent Training Mode Under the Background of School Enterprise Cooperation and the Integration of Industry and Education

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**Abstract:** *China's higher vocational education has entered a new stage of development. Many higher vocational colleges attach great importance to the talent training program based on school-enterprise cooperation and industry- education integration. To further strengthen the cooperation between school and enterprise, the enhancement of local government and schools, the lead of the enterprise, to build a "school+company+government" fusion new system of education, higher vocational colleges has become the main trend in the reform of talent cultivation, but also enhance the effect of professional personnel training in higher vocational colleges reality. From the perspective of the development process of school-enterprise cooperation and industry-education integration, higher vocational colleges have experienced the initial stage, the development stage and the new cooperation stage. Although many higher vocational colleges in China started late in the field of school- enterprise cooperation talent training, they have learned from the experience of school-enterprise cooperation in developed countries and developed at a relatively fast speed. At present, facing the situation of professional construction and personnel training reform in higher vocational colleges, it is necessary to innovate on the original school-enterprise cooperation and industry- education integration scheme. Therefore, this paper puts forward new suggestions on the reform and practice of talent training mode from the perspectives of school- enterprise cooperation and industry-education integration in higher vocational colleges.*

**Keywords:** Higher Vocational Colleges; School Enterprise Cooperation; Integration Of Industry And Education; Talent Training Mode; Reform Practice.

## 1. INTRODUCTION

Under the background of comprehensively deepening the reform of vocational education system, strengthening the cooperation between schools and enterprises, the integration of industry and education, and improving the training quality of professional, technical and applied talents have become the focus and difficulty of teaching reform of various majors in higher vocational colleges. At present, looking at the current situation of talent training of various majors under the school enterprise cooperation mode of Higher Vocational Colleges, there are still many problems to be solved, and to a certain extent, there are some difficulties, such as the single goal of school enterprise cooperation, the imperfect school enterprise platform, the outdated industry education integration mechanism and so on. Therefore, breaking through the barrier of school enterprise cooperation and establishing a new mode of school enterprise cooperation and industry education integration is the fundamental requirement to enhance the quality of talent training in higher vocational colleges. In this regard, this paper puts forward the reform and practice strategies of talent training mode, such as innovating the teaching mode of professional courses, optimizing the professional training scheme, strengthening the guarantee and implementation of relevant policies, and building a school enterprise cooperation platform, in order to provide valuable reference for the innovation of talent training mode in Higher Vocational Colleges.

## 2. THE BASIC CONCEPTS OF SCHOOL- ENTERPRISE COOPERATION AND INDUSTRY- EDUCATION INTEGRATION AND THEIR EFFECTS ON TALENT TRAINING

The food safety problem in university canteens is not only reflected in the food material problem, but also the canteen staff will affect the food safety [1]. At present, the comprehensive quality and cultural level of staff in university canteens are relatively poor, and these staff are prone to safety problems in food production. When recruiting canteen staff, some colleges and universities do not check their health certificates, and colleges and universities do not know whether their staff have infectious diseases and other diseases, which leads to imperceptible harm to the health of college students. Therefore, colleges and universities in the selection of canteen staff, should improve the standards of employment, to ensure the health of staff, only in this way to

ensure the health of teachers and students in colleges and universities.

### **2.1 Concept and role of school-enterprise cooperation**

School-enterprise cooperation is a kind of talent training cooperation mode established by schools and enterprises, and it is the sharing and exchange of educational resources of colleges and universities and development resources of enterprises. From the perspective of school-enterprise cooperation, for colleges and universities, school-enterprise cooperation is an educational measure carried out by colleges and universities in order to seek their own development, pay close attention to the quality of education and improve the effect of education. For enterprises, through the development of school-enterprise cooperation, enterprises provide educational practice platforms and resources for colleges and universities, and colleges and universities deliver high-quality professional talents to enterprises, so as to realize the collaborative innovation and development of enterprises and colleges and universities. For students, it can effectively promote the formation of students' employment, career choice, entrepreneurship, professional ability, professional spirit and practical skills [1].

### **2.2 Concept and function of industry-education integration**

The integration of industry and education means that vocational schools actively establish professional industrial education mode according to the majors they offer. Under this brand-new education mode, the professional course teaching of vocational schools is organically integrated with related industries, so as to form an education community that promotes, connects and shares each other, and realizes the integration of professional education of vocational schools and enterprises. On the one hand, through the implementation of the industry-education integration strategy, it is beneficial to directly improve the quality and effect of talent training in colleges and universities, and enhance the pertinence of professional teaching and industry target. On the other hand, it helps students to adapt to the industry situation and environment in advance, so that students can better develop professional theoretical knowledge, professional practical ability, professional skills and professional spirit [2].

## **3. THE CURRENT SITUATION OF PERSONNEL TRAINING IN HIGHER VOCATIONAL COLLEGES WITH SCHOOL-ENTERPRISE COOPERATION AND INDUSTRY-EDUCATION INTEGRATION**

Conduct teaching feedback, teachers and students actively interact with the courses, teaching teachers and students are the relationship between teaching, in this process, teachers and students mutual help, mutual understanding, teaching teachers show students to students, Serious and rigorous teaching attitude, giving students a responsibility but not harsh, rigorous but not strict, students will better cooperate with teaching work and participate in teaching feedback. Students show active participation, concentrate on learning attitudes, to leaving a good impression that teaches teachers, reasonably cooperating, and teaching teachers will also improve teaching programs more efficiently and improve teaching planning. It is not an explanation class of a teach teacher, but the interactive classroom that teachers and students participate in the joint feedback, and the teaching teachers can understand the degree of cognition of the course, the content of the content, individual The ability is height, and further targeting the status quo, formulating task arrangements, and opening the work adjustment. And the students' feedback on the teaching teacher, in conjunction with the work of teaching teachers, help the teaching process improvement, on the other hand, expressing the teaching ideas of students, helping the teaching process. Second, the skill teaching training is at this time, in the Chinese talent class, not only theoretical teachings, more skill teaching and training should be conducted according to the specific teaching situation and students' characteristics. Adjustment and innovation. If you frequently imitate in the classroom, it is easy to make learners feel boring, which requires teaching teachers to transform teaching methods to make the classroom active and effective. Classroom activities are the process of participation, not a lecture class lecture, which puts forward higher requirements for the skill teaching and training of teaching teachers.

### **3.1 Single teaching mode and contradictory training mechanism**

At present, many local higher vocational colleges in Our country have the problems of single teaching mode, backward training mechanism and contradiction in different degrees. For example, in the teaching of various majors in higher vocational colleges, they only pay attention to the teaching of textbook knowledge and skills theory, but ignore the cultivation of students' skills and practical skills. As a result, students' learning is more theoretical than practical, which does not meet the requirements of vocational education in China. At the same time,

the professional teaching form is single and rigid, the teaching position is limited to the classroom, the phenomenon of teachers' teaching is serious, students lack interest in learning, and they do not have a comprehensive and objective understanding and absorption of professional course knowledge. In addition, although some schools have carried out school-enterprise cooperation, they cannot reasonably arrange students' practical training time and classroom learning time, and the practical training content does not connect with the professional theoretical learning content, resulting in the loss of practical training effect.

### **3.2 Outdated evaluation system and limited role of platform**

At present, there are still some outdated evaluation system of talent training effect in higher vocational colleges in China, which can not carry out comprehensive evaluation around students, and students can not participate in the evaluation process of talent training effect. In addition, some higher vocational colleges cooperate and communicate with enterprises, and implement plans for the integration of industry and education. However, in the whole talent training process, more attention is paid to the delivery of graduates to enterprises, ignoring the construction of professional skills practice platform, and students cannot learn more skills and professional skills on the enterprise platform. Some school-enterprise cooperation platforms even have a formalization phenomenon, seeking more benefits from human resources under the guise of school-enterprise cooperation and failing to implement the "people-oriented" principle of talent co-education [3].

## **4. REFORM AND PRACTICE PATH OF TALENT TRAINING MODE UNDER THE BACKGROUND OF SCHOOL-ENTERPRISE COOPERATION AND INDUSTRY-EDUCATION INTEGRATION**

College dining room in the choice of ingredients have the problem of food isn't fresh, seriously affects the safety of food, especially in the summer to buy food, if the food isn't fresh will poses a certain threat to food security of students in institutions of higher education, the ingredient of fresh food by students may affect the student's physical health. There are a large number of students in colleges and universities. If the food materials are not fresh, most students in colleges and universities may feel uncomfortable. College canteens on material when the choose and buy, because the staff is more, a lot of fresh food supply has the certain difficulty, this leads to the dining room there is a certain pressure when the choose and buy the ingredients, some universities canteens in choosing whether food is easy to overlook its fresh, when the choose and buy is not for food safety testing, lead to problems existed in the university cafeteria food safety risk. Teach teachers organize teaching, it is necessary to interact with the students, but also to conduct teaching students to students. Students are the main body, find students' specialty, and reasonably guided Give full utility. In the process of learning, the students' cognitive ability and the degree of master are different, and during the teaching process, the teaching object is all students, which is not exempted and omissions. This requires teachers to do their duties and conscientiously and responsible. Personalize their students. Explore teaching, and enhance students' self-confidence, encourage students to complement each other, develop a consciousness of learning.

The comparison teaching method can be used, and at the students' personal level, you can inspire students to learn from each other and make progress together. The students have their own strengths. If the respective specializes in their respective specializes, replenish the short board, there will be better results in the way they learn alone, and there will be better effects.

### **4.1 Innovate the teaching mode of professional courses and optimize professional training programs**

Under the background of school-enterprise cooperation and the integration of industry and education, to strengthen the reform and practice of talent training mode in higher vocational colleges, the basic link is to innovate the teaching mode of professional courses, construct characteristic disciplines and optimize the existing professional skills training scheme. For example, in the aspect of teaching mode innovation of professional courses, various colleges and departments of higher vocational colleges cooperate with local industry associations to understand the local and domestic professional talent demand dimensions and priorities through the industry associations. Then, according to the actual development needs of local industry, the current professional course content and to improve and prepare the training content, as soon as possible the establishment of a batch of in line with the local industry development needs, social sector has the characteristic of specialized courses and subjects, so as to strengthen the professional course content targeted, better to local industry development high quality talents. At the same time, let professional courses and practical training activities related interaction, and establish a talent co-education plan

with cooperative enterprises, the real integration of industry and education into the daily professional course teaching. According to the development needs of relevant local enterprises, we focus on creating an open, all-round and hierarchical talent training system to better cultivate vocational skills and professionalism of higher vocational students. In addition, higher vocational colleges can also actively make use of multimedia technology to create a networked and informationized teaching platform, better observe and implement school-enterprise cooperation programs, so as to meet the learning needs, skill development and professional spirit formation of college students [4].

#### **4.2 Innovate evaluation methods of talent training and strengthen the role of policy guarantee**

University-enterprise cooperation and integration under the background of production and education, and promote the mode of higher vocational education reform and practice, not only have to do a good job in professional course teaching mode innovation and characteristic discipline construction and training scheme optimization, more need to improve the personnel training system, and strengthening of university-enterprise cooperation of local government leading, encouraging function, the integration strategy to carry out the education to the end.

Implementation of schools, enterprises, government, for example, integrated evaluation method, students, and it's surrounding the innovation ability of students, professional spirit, professional ability, practical ability and moral quality, comprehensive quality, such as comprehensive evaluation, the formation of an evaluation based on college students' comprehensive ability as the core factor and mechanism, from the follow-up to lay a good foundation to carry out the talents cultivation, such as: Final learning outcome (100%) = theoretical knowledge mastery (30%)+enterprise practice achievement (35%)+skill literacy formation (35%); Skill literacy formation (100%) = professional thinking ability (35%)+professional practice ability (35%)+innovative spirit and consciousness (30%). Through the evaluation of college students' comprehensive quality, we can better cultivate professional talents. At the same time, let the students participate in the evaluation process, such as let the students according to their own practical experience, practical feelings for self-evaluation, so as to better understand the formation of professional skills, professional knowledge of college students. At the same time, local government departments strengthen their support for the co-education of talents in higher vocational colleges and enterprises, formulate more favorable policies to provide basic guarantee for the implementation of school-enterprise cooperation and indirectly enhance the quality of talent cultivation in higher vocational colleges [5].

#### **4.3 Actively build school-enterprise cooperation platform and broaden talent training path**

University-enterprise cooperation, integration background, the education need in-depth cooperation between higher vocational colleges and enterprises, set up a professional skills for students practice, cultivation of occupational spirit, innovation, entrepreneurial learning, choosing employment multi-functional platform, comprehensive the university-enterprise cooperation around the "people-oriented" strategy, help the formation of college students' comprehensive ability and professional quality. For example, the school seeks cooperation with local enterprises to establish a platform for joint education of talents. Starting from freshman year, each department of higher vocational colleges sends a batch of post practice students to enterprises every semester, so that students' skill practice and professional theory study can be combined, and all the course plans are rearranged. the internship platform of the enterprise is used to send junior interns to the enterprise, so that students can choose the internship platform and content according to their own wishes, so as to meet the needs of professional skills formation of college students. School and enterprise cooperation process, get the support of local government, school and enterprise cooperation from the policy guidance of encouragement, and by constructing university-enterprise cooperation platform for the school, adhere to the road of work-integrated learning, realize the government, enterprises, schools close cooperation, relying on local industrial park, for each student set up a post practice platform, organize students to participate in the enterprise practice, In practice, students of various majors are trained in professional ability, professional spirit and skill application ability [6]. At the same time, it regularly carries out professional skills competition activities for college students, provides opportunities for students' skills training through the enterprise platform, encourages students to participate in the skills competition, promotes teaching by competition, and specifically cultivates college students' professional quality, professional spirit, and professional ability.

#### **4.4 When the Teaching of the Student's Individual Development**

Teach teachers, it is necessary to interact with the students, but also to have a teaching teaching in the students. Students are the main body, find the students' speciality, and reasonably guided it to make it full utility. In the

process of learning, the students' cognitive ability and the degree of master are different, and during the teaching process, the teaching object is all students, which is not exempted and omissions. This requires teachers to do their duties and conscientiously and responsible. Personalize their students. Explore teaching, and enhance students' self-confidence, encourage students to complement each other, develop a consciousness of learning.

The comparison teaching method can be used, and at the students' personal level, you can inspire students to learn from each other and make progress together. The students have their own strengths. If the respective specializes in their respective specializes, replenish the short board, there will be better results in the way they learn alone, and there will be better effects. Supplement, mutual promotion, more is the learner actively conduct teaching activities, conscientiously strive, learning into advance; more is a comprehensive manifestation of teaching teachers, teaching language, teaching methods, rich and flexible, vivid image. At the same time, teachers are taught, nor a unilateral process, but a combination of multi-factors, mutual cooperation, contacting each other, is beneficial to play a greater better utility.

## 5. CONCLUSION

To sum up, the cooperation between colleges and fusion education is to cultivate the high quality, professional and applied professional talents in our country the main carrier and form of colleges and universities and enterprises established talent produced plans, goals, platform, higher vocational colleges can not only enhance the quality of personnel training, can solve the problem of lack of enterprise talent more, at the same time for each student to provide channels of employment, employment, entrepreneurship, Promote the development of social industry, really achieve the purpose of the interests of the three parties compatible. Clear university-enterprise cooperation and fusion function and effect is the premise of production and education, strengthening personnel training present situation analysis and mode reform is the fundamental, as a result, through innovative professional course teaching mode, optimizing the professional training plan, strengthen the related policy and implementation, methods of constructing university- enterprise cooperation platform, for our country society to cultivate more high quality, high quality professional talents.

## ACKNOWLEDGMENT

Key Project of Higher Vocational Education Scientific Research Planning of Chongqing Higher Vocational and Technical Education Research Association (GY200001).

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