

Research on the Application of School-enterprise Collaborative Education Model in Cultivating Practical Personnel in Universities

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Abstract: With the new round of industrial and technological revolution, enterprises have higher requirements for the practical and innovative abilities of talents, and the traditional talent training model is no longer suitable for the demand of social development. Therefore, universities must comply with the needs of the times, comprehensively promote school enterprise cooperation, innovate school enterprise collaborative education models, and cultivate students' comprehensive qualities. The paper takes the significance of the school-enterprise collaborative education model as the starting point, analyzes the current development difficulties of collaborative education in universities from multiple perspectives, and proposes a series of optimization strategies. It aims to provide certain reference for universities.

Keywords: School-enterprises Collaborative Education; Universities; Practical Personnel

1. Introduction

The introduction of the school-enterprise collaborative education model in universities aims to closely integrate school and enterprise resources, and promote the organic integration of academia and practice. It can provide students with a more comprehensive and practical training system. This model aims to break the traditional educational barriers based on the cooperation between industry and school, and to enable students not only to acquire theoretical knowledge in learning. Moreover, this can also stimulate students' innovative potential, allowing them to deeply integrate into the workplace and lay a solid foundation for their future career.

2. The Significance of the School-Enterprise Collaborative Education Model in Cultivating Practical Personnel in Universities

2.1 Highlighting the Characteristics of Cultivating Practical Personnel in Universities

The teaching and training methods for applied talents in universities are different from those for regular undergraduate education. Ordinary undergraduate teaching focuses on imparting subject knowledge and conducting academic research; Applied teaching in universities mainly cultivates talents with strong professionalism and practicality, and has distinct technical characteristics. The school-enterprise collaborative education model breaks through the constraints of traditional teaching through deep cooperation with enterprises. This makes teaching more in line with practical industry needs, facilitating students to participate in specific practical activities during their school years, improving their production management and construction service levels in a real workplace environment, and enhancing their practical abilities. [1] Moreover, the school-enterprise collaborative education model highlights the concept of interdisciplinary training, which helps to cultivate students' knowledge and skills in multiple disciplines, improve their comprehensive quality, enhance their innovation awareness and ability, and enable them to adapt to the development of future society and diverse talent needs more quickly. This is conducive to highlighting the characteristics of cultivating applied talents in universities.

2.2 Guiding Student Career Development and Improving Employment Competitiveness

The implementation of the school-enterprise collaborative education model helps guide students' career development, improve their employment competitiveness, and has a unique and far-reaching impact on their career

development. Collaborative education between universities and enterprises is beneficial for students to understand the career requirements and development trends of different industries, enabling them to have early exposure to the real workplace, broaden their understanding of the professional field, and plan their personal career development more clearly. In addition, through cooperation with enterprises, universities can provide students with abundant internship opportunities, and students can establish connections with enterprises during their time in school. This helps students enter the workplace more smoothly after graduation, shortening the transition period from academic to professional. Not only that, companies can also provide students with a wider range of career mentor resources. By communicating and collaborating with business professionals, students can obtain practical career advice, making wiser career planning decisions and reducing confusion during the initial stages of employment. [2]

2.3 Reducing the Risk of Talent Recruitment in Enterprises

The implementation of the school-enterprise collaborative education model greatly helps to reduce the risk of talent recruitment in enterprises and provide more reliable talent resources for them. By establishing close cooperation with universities, enterprises can gain a deeper understanding of students' academic background, practical skills, and potential career potential. This helps companies to match talents more accurately and reduce the risks caused by inaccurate recruitment information. In addition, the school-enterprise collaborative education model emphasizes the participation of practical projects, allowing students to gain practical experience related to their majors during their school years. These practical experiences can make it easier for students to adapt to the working environment of enterprises, shorten the initial adaptation period in the workplace, and thus reduce the training and time costs necessary for recruiting new employees in enterprises; Finally, establishing long-term strategic partnerships between enterprises and universities can intervene in the career development of students at an earlier stage and identify potential talents in advance. This can reduce the competitive pressure on companies in the recruitment market, meet their talent needs, and effectively reduce the

uncertainty of talent recruitment.

3. The Dilemma of Collaborative Education Between Schools and Enterprises in Cultivating Practical Personnel in Universities

3.1 Insufficient Understanding of Collaborative Education Between Schools and Enterprises, and Insufficient Investment in School-Enterprise Cooperation

At present, most universities have insufficient understanding of school-enterprise cooperation. They simply equate school-enterprise cooperation with collaborative education and see it as a way to alleviate student employment pressure. As a result, universities roughly integrated resources and casually incorporated teaching practices into student teaching plans, rather than conducting comprehensive coordination, failing to fundamentally set majors, formulate talent training goals and teaching plans. Moreover, many universities only view school-enterprise cooperation as a "face works" and still believe that academic teaching for students is more important. This leads to cooperation remaining in form; However, enterprises focus on pursuing economic benefits, which leads to a lack of in-depth cooperation between schools and enterprises. In addition, in the process of school-enterprise cooperation, there is also a problem of poor information communication between both parties. It can lead to misunderstandings and lack of coordination during the cooperation process. Moreover, there is a cognitive gap between universities and enterprises in terms of expectations, goals, and execution, which affects the smooth progress of collaborative projects. This is not conducive to both parties fully leveraging their respective advantages in cooperation.

3.2 The Collaborative Education Curriculum System Is not Perfect, and the Professional Teaching Staff Is Weak

Firstly, the core of the school-enterprise collaborative education system is the curriculum. However, the current curriculum in universities is relatively outdated, failing to keep up with rapidly changing industry demands in a timely manner, and lacking practical industry orientation. This leads to

outdated course content, failure to adapt to the changes in emerging industries, and not meeting the needs of modern workplaces. It can result in students not being able to learn the latest vocational skills in a timely manner during their school learning period; Secondly, universities have not yet established comprehensive practical courses, lacking real practical projects and cases, making it difficult for students to apply the knowledge they have learned to solve practical problems in the courses. This leads to students lacking practical experience in operation; Finally, the professional teaching staff in the school enterprise collaborative education model is weak, and the composition of the teaching staff is relatively single. [3] Some universities have failed to attract industry professionals with rich practical experience in school enterprise cooperation, and the existing teaching staff generally lack diversified industry backgrounds, insufficient understanding of different industries, and cannot provide guidance and assistance for students to solve practical problems, affecting their understanding and comprehension of different industries.

3.3 Lack of Collaborative Education Incentive and Guarantee Mechanism, and Imperfect Teaching Evaluation System

There is a lack of effective incentive and guarantee mechanisms for collaborative education between schools and enterprises. For teachers, they need to put in extra effort in school enterprise cooperation projects. If the incentive mechanism is not clear and there is a lack of corresponding reward measures, the investment of teachers may not be fully recognized. This will affect their teaching enthusiasm and effectiveness; For students, the lack of corresponding incentive and guarantee mechanisms will reduce their enthusiasm for participating in school-enterprise collaborative education, making it difficult to stimulate their potential for comprehensive development. At the same time, the lack of effective reward mechanisms will also weaken the enthusiasm of enterprises for collaborative education models and reduce their participation. In addition, in the process of collaborative education, schools have an imperfect teaching evaluation system, lacking clear evaluation standards and effective real-time feedback mechanisms. Traditional evaluation criteria and real-time feedback mechanisms cannot fully measure students'

comprehensive abilities.

4. The Application Strategy of the School-Enterprise Collaborative Education Model in the Cultivation of Applied Talents in Universities

4.1 To Update Understanding of School-Enterprise Collaboration and Increase Investment in School-Enterprise Cooperation

Firstly, universities should strengthen close communication with enterprises in order to gain a deeper understanding of industry development trends, accurately grasp actual employment needs, and adjust teaching settings based on this to ensure the cultivation of applied talents that better meet market demands. Secondly, establishing a sound mechanism for collaborative education between schools and enterprises is crucial. Universities can establish specialized collaborative education institutions or departments to coordinate the various stages of collaborative education, from project design, teacher training to actual implementation, and manage them uniformly. So, each stage can receive effective support, thereby promoting the smooth progress of collaborative education mode and improving cooperation effectiveness; Once again, in order to increase investment in school-enterprise cooperation, universities need to actively seek resource support from all aspects, establish strategic partnerships with enterprises, and strive to obtain more project funds, practical resources, and advanced technology support; We should also cooperate with the government and industry associations, and strive for more policy and financial preferential support to form a win-win cooperation pattern among multiple parties; [4] Finally, schools and enterprises can jointly build practical training bases to create a real workplace environment for students. Therefore, they can improve their practical abilities, truly achieve enterprise project driven, and comprehensively improve the effectiveness of school-enterprise collaborative education.

4.2 To Optimize the Education Curriculum System and Establish a "Dual Teacher" Teaching Team

Firstly, universities should establish a flexible curriculum update mechanism, closely monitor

industry development trends, and adjust course content in a timely manner to adapt to changes in emerging industries. Universities can introduce industry experts to participate in course design, establish a curriculum system that is more in line with the actual needs of enterprises, and ensure that students can acquire the latest vocational skills during their time in school; Secondly, it is necessary to strengthen the construction of practical courses and establish a comprehensive practical project and case library. Universities should cooperate deeply with enterprises, carry out practical projects, adopt "project-driven teaching". So, the students can apply the knowledge they have learned to solve real problems in the course, enhance their practical experience, and better adapt to the complexity of the workplace; Thirdly, we should increase the training efforts for the teaching staff, regularly provide opportunities for teachers to go out for learning and exchange, and improve the comprehensive abilities of teachers in our school. At the same time, universities should invite enterprise professionals to participate in teaching, establish a system of professional mentors for school-enterprise cooperation projects, and enable enterprise professionals to deeply participate in teaching. Universities provide effective guidance for students, work together to create a "dual teacher" professional teaching team, and improve the quality of collaborative education between schools and enterprises.

4.3. To Build a Multi-Level Incentive and Guarantee Mechanism, and Improve the Teaching Evaluation System

To build a multi-level incentive and guarantee mechanism and improve the teaching evaluation system, universities can take the following measures. Firstly, a clear incentive mechanism should be established to provide teachers with evaluations of teaching performance, actual project participation, and other aspects. Corresponding reward systems should be established to stimulate teachers' teaching enthusiasm; For students, a comprehensive quality evaluation system should be established to assess their academic performance, practical project performance, and other aspects. Scholarships, honor certificates, and other rewards should be established based on the assessment results to encourage their comprehensive development; Universities

should set evaluation standards for project completion and student comprehensive ability improvement for enterprise partners, and provide relevant cooperation rewards to enhance the enthusiasm of the enterprise. Secondly, the teaching evaluation system should be improved and diversified evaluation methods should be introduced. In addition to traditional exams and paper evaluations, various evaluation subjects and contents such as actual project evaluation and student self-evaluation should be added to construct a diversified evaluation system. At the same time, a comprehensive practical project management system should be established, including project selection mechanisms, guidance teacher evaluation mechanisms, and student feedback mechanisms. Evaluation criteria for the completion of practical projects should also be established to align with the actual needs of the enterprise, ensuring that students can acquire practical vocational skills and experience in practical projects. [5]

5. Conclusion

In summary, school-enterprise cooperation is an important way to promote higher education reform. This is conducive to promoting the process of higher education reform and deeply implementing the strategy of revitalizing the country through science and education. Therefore, universities need to continuously optimize school enterprise cooperation, enhance the effectiveness of collaborative education, and cultivate more comprehensive and outstanding talents for society.

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