

Strategies for Improving the Employment Ability of Vocational and Technical College College Students under the Background of School Enterprise Cooperation

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Abstract: School enterprise cooperation has a significant positive impact on students' knowledge application ability, skill mastery level and professional quality, which can indirectly promote the improvement of students' employment ability. This paper puts forward the strategies for improving the employability of Vocational and Technical College College Students under the school enterprise cooperation mode, including four aspects: the design of customized courses, the strengthening of practical teaching links, the optimization of the structure of teachers and the construction of continuous feedback and adjustment mechanism, so as to improve the employability of Vocational and technical college college students.

Keywords: School Enterprise Cooperation Mode; Vocational and Technical College College; Employability; Promotion Strategy.

1. Introduction

Full employment of Vocational and technical college college students is an important factor in social stability. School enterprise cooperation plays an important role in realizing the "zero distance" docking between schools and enterprises, deepening education and teaching reform, improving the quality of talent training and achieving high-quality employment. Therefore, school enterprise cooperation has gradually become an important direction of education reform in Vocational and technical college colleges. So, based on the analysis of the impact of the school enterprise cooperation mode on the employability of Vocational and technical college college students, this paper puts forward feasible strategies to improve the employability of Vocational and technical college college students, hoping to provide a reference for the talent training of Vocational and technical college colleges [1].

2. The Influence of School Enterprise Cooperation Mode on the Employment Ability of Vocational and Technical College College Students

2.1. Improvement of Knowledge Application Ability

In the school enterprise cooperation mode, education content is usually customized according to the actual needs of enterprises. This mode combines the industry demand with professional teaching, which can synchronize the teaching content with the actual operation of the enterprise, so as to significantly improve the ability of students to transform theoretical knowledge into practical application. And under this teaching mode, students can participate in the relevant projects in the actual working scene, which can promote them

to adapt to the working environment more quickly in the future, so as to improve their employability[2].

2.2. Enhancement of Skill Mastery Level

Students' mastery of professional skills is a key factor in assessing their employability. Under the school enterprise cooperation mode, students can get the opportunity to participate in the actual operation of enterprises. Through the guidance of enterprise mentors, they can use advanced equipment and technology in person, so as to improve specific professional skills. For example, when students majoring in mechanical manufacturing participate in the production line internship of an enterprise, they need to assemble components by hand and debug equipment. Such practical experience is not available in traditional classroom education. Under the school enterprise cooperation mode, students will achieve significant improvement in operational skills, problem solving ability and team cooperation ability[3].

2.3. The Formation of Professional Quality

Professional quality refers to the professional ethics, team spirit and sense of responsibility shown in the career. It is a key dimension to measure the employability of students. Under the school enterprise cooperation mode, students can be placed in the real professional scene, engaged in technical tasks at the same time, but also cultivate the ability of communication and cooperation with peers. In this process, students' professional attitudes and habits such as punctuality, respect for leaders and colleagues, and obedience to work assignments can gradually form, which is very beneficial to their future career.

3. Specific Strategies for the Improvement of the Employment Ability of Vocational and Technical College College Students under the School Enterprise Cooperation Mode

3.1. Customized Education Curriculum Design

In Vocational and technical college education, enhancing the employability of students cannot do without the design of customized education courses. First of all, the customized education curriculum design needs the linkage between vocational and technical college colleges and enterprises, so as to jointly research out the curriculum framework matching the needs of enterprises. Enterprises need to have a certain say in the construction of the syllabus, which can ensure that the teaching content keeps pace with the latest progress and technical demands of enterprises. For example, a course advisory group composed of senior engineers and university professors should be established. The group needs to review and update the course content regularly to ensure that the course content can keep up with the rapid changes in the market. At the same time, in the teaching design, we must emphasize the modularity and adaptability of the course, so that all kinds of students' learning needs can be met.

The course content should be divided into three modules: basic theory, professional skills and comprehensive practice. The basic theory module is dedicated to building the theoretical foundation of students, the professional skills module is dedicated to the cultivation of students' technical practice, and the comprehensive practice module is to enhance students' practical application skills through project training and case analysis. This kind of modular design scheme can enrich the course content and achieve flexible updating of the course configuration according to the specific needs of the enterprise[4].

3.2. Strengthen the Practical Teaching Link

Strengthening the practical teaching link is also the key to improve the employment ability of Vocational and technical college college students. Under the school enterprise cooperation mode, practical teaching activities not only cover the application of theoretical knowledge, but also emphasize the cultivation of professional quality and operational skills. Vocational and technical college colleges should build and share the training base with enterprises, so as to provide students with a practice operation platform consistent with industry standards. For example, students majoring in electronic engineering can participate in practical training in the production workshop of an enterprise, and master practical operation skills by experiencing the production process and operating advanced equipment in person. In addition, in the process of practical teaching, the teaching mode driven by projects or the teaching strategy aimed at tasks should be emphasized. Through the introduction of enterprise real projects, students can master project management essentials, team cooperation methods and problem-solving strategies, so that their personal skills can be fully developed. For example, students majoring in software engineering will participate in enterprise software development projects, involving the whole process from requirements analysis, design, programming to testing and delivery. In a word, by strengthening the practical teaching

link, it is not only conducive to the cultivation of students' professional skills, but also helps to cultivate their professional quality and innovative thinking ability, so as to realize the effective improvement of students' employment ability.

3.3. Optimize the Structure of the Faculty

Under the school enterprise cooperation mode, the school should actively recruit experts with deep practical background to serve as part-time teachers. Most of the part-time teachers are from enterprises. They have not only profound theoretical knowledge, but also rich practical experience, so they can teach students the latest trends and practical operation skills of the industry. For example, in the teaching of automobile engineering, senior engineers from the automobile manufacturing industry can be invited to teach knowledge to students. They can share the latest technology and practice cases about automobile engineering, so that students' learning can keep pace with the development of the automobile industry. In addition, the school should encourage full-time teachers to work in enterprises to strengthen their professional skills and practical abilities. For example, teachers majoring in information technology can be engaged in software enterprises and participate in real development projects, which is conducive to getting familiar with the specific standards and typical workflow of the industry for skills required by software development technicians. After returning to the school, they can optimize the teaching strategy according to this, so that their teaching effect can be significantly improved.

3.4. Establish a Continuous Feedback and Adjustment Mechanism

The establishment of continuous feedback and adjustment mechanism is an essential part of Vocational and technical college colleges to improve the employability of students under the school enterprise cooperation mode. The school needs to establish a normalized communication channel with enterprises so as to quickly collect enterprise feedback data on student internship performance and graduate career performance. For example, establish a school enterprise liaison office, regularly hold seminars and collect questionnaires, analyze the feedback and expectations of employers on students' skills, knowledge and professional quality, and optimize the teaching content and methods accordingly. At the same time, for Vocational and technical college colleges, it is necessary to establish an internal student feedback mechanism, which can be achieved through various ways, such as regularly organizing student symposiums, setting up student suggestion boxes and conducting anonymous questionnaire surveys. The purpose of this process is to collect various experiences and feedback of students in learning. Because in the process of teaching, students, as direct beneficiaries, feedback on their accepted teaching content, teaching methods and internship plans, is a reference material for educators. Finally, in order to ensure the effectiveness of the continuous feedback and adjustment mechanism, it is necessary to develop a scientific teaching improvement program. The program will optimize the teaching content and means based on the feedback data and evaluation results. For example, according to the opinions of enterprises, the practical training links are added to enhance the practical operation skills of students; According to the feedback information provided by the students, the teaching

strategies are adjusted to effectively enhance the students' learning enthusiasm and their active participation in the learning process. With this dynamic adjustment mechanism, students' employability and professional competitiveness can be continuously improved.

4. Conclusion

This paper puts forward strategies such as customized education curriculum design, strengthening practical teaching links, optimizing the structure of the faculty, establishing a continuous feedback and adjustment mechanism, aiming to achieve the close connection between curriculum content and industry demand through deep cooperation with enterprises. This can improve students' practical skills, knowledge application ability and professional quality, so as to enhance their competitiveness in the job market. In the future, with the continuous innovation of industrial technology and the significant change of market demand, the school enterprise cooperation mode will encounter new challenges. Vocational and technical college colleges should continue to strengthen the partnership with enterprises, so as to promote the future career development of students.

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