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Strategy exploration of school enterprise cooperation in higher vocational colleges

-- Taking Yonglang toy project as an example

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Abstract: Based on the low degree of school enterprise cooperation in higher vocational colleges, there is no way to start the first step of cooperation mode. This paper explores from the actual project to discuss how to start the first step of cooperation between enterprises and schools, and how to promote cooperation and collaboration, and finally form mutually beneficial and win-win cooperation. From the school's initiative to seek cooperation to derive equality and mutual benefit, promote the sustainable and healthy operation of school enterprise cooperation.

Keywords: School enterprise cooperation; Design strategy; Cooperation mode.

1. Introduction

In 2022, the "integration of industry and education" will be included in the government work report for the third time. The government work report in 2022 pointed out that developing modern vocational education should improve the conditions of vocational education, improve the system integration of industry education, and enhance the adaptability of vocational education.

In October 2021, the General Office of the CPC Central Committee and the General Office of the State Council issued the "Opinions on Promoting the Development of Modern Vocational Education of High Quality", which mentioned:

1). We should improve the system integration of industry education: 01) We should improve the diversified school running pattern, encourage vocational schools to cooperate with social capital to build vocational education infrastructure and training bases, and jointly build and share public training bases. 02) Optimize the supply structure of vocational education. Support industrial enterprises to carry out training for technical and skilled personnel, and promote lifelong vocational skills training system and on-the-job continuing education system.

2). Innovate the school enterprise cooperation mechanism. 01) Enrich the form of vocational schools. Vocational schools should actively carry out bilateral and multilateral technical cooperation with high-quality enterprises and jointly build a platform for technological skills innovation. 02) Expand the form and content of school enterprise cooperation. It is necessary to actively attract leading enterprises in the industry to deeply participate in the professional planning, curriculum design, textbook development, teaching design and teaching implementation of vocational education, cooperate to build new majors, develop new courses and carry out order training. Guide enterprises to set up apprenticeship posts according to a certain proportion of the total number of posts.

In terms of macro policies, it is a great opportunity to promote more forms of school enterprise cooperation models and try various possibilities. [2]

2. The current situation of school enterprise cooperation in various countries is different, and each has its own advantages.

The theory of integration of production and education has been mature in developed countries, and the specific implementation of each country has its own characteristics: the first type combines traditional apprenticeship training with school education, focusing on enterprise training, supplemented by school teaching, and emphasizes the need to strengthen the training of students' practical ability. The most typical ones are the "dual system" in Germany, the "combination of production and education" in South Korea, and the "enterprise visit system" in Japan. The second type emphasizes the combination of teaching and labor, introducing the simulation practice teaching methods in teaching, taking students as the main body and ability as the standard, such as the "work study alternation system" in Britain and the "CBE mode" in Canada. The third type focuses on school teaching, permeates the educational concept of lifelong learning, and focuses on the cultivation of students' comprehensive quality, which is industry oriented, such as the "apprenticeship training center system" in France and the "new apprenticeship system" in Australia. [3]

Since the implementation of the integration of industry and education in vocational education, China has actively learned relevant theories and practices from developed countries, especially Germany

Fruit. Since the 21st century, the integration of industry and education in Germany has been reformed and explored. With the remarkable changes in Germany's social economy, production conditions and customer needs, new technologies, new products and new processes are constantly emerging, and the industrial base and development environment of the manufacturing industry have undergone dramatic changes. And industry is Compared with the speed of industrial transformation and upgrading, the German education sector has lagged behind in its demand for the training specifications,

quality and quantity of technical and skilled talents. Colleges and universities need to innovate teaching methods to train talents needed by the industry efficiently and quickly. Since 2020, a number of German technical universities have started to establish "learning factories" to explore new teaching models and cultivate high-quality talents for future industries. At the same time, the learning factory integrates the new technologies and new demands of the industry into the education sector and transforms them into new teaching resources; At the same time, new knowledge and new processes generated by universities and research institutes are integrated into the industry and transformed into new production resources. [1]

The learning factory in Germany has several characteristics that are worth learning from: 01) The learning factory realizes multi subject cross-border function coupling in the same practice place, and integrates multiple school education functions on the knowledge chain. 02) The diversified coeducation of the learning factory integrates the decentralized resources of the industry and education sector, integrating multiple learning functions such as production, teaching, training and scientific research.

3. Problems faced by our school enterprise cooperation

3.1. Schools and enterprises operate separately. Inconsistent goals and interests

The school enterprise cooperation expectation of the school is to be able to take the demand orientation of the enterprise as the goal, and to combine enterprise resources to cultivate talents. With the help of enterprises, tutors can be sent to teach students the real projects in the actual links, so that students can be trained in the actual environment. It is also expected that the enterprise can provide venues, materials and training projects for students participate in actual projects. From theory to practice, and better put them into practice.

The requirements of enterprises on the school are to cultivate talents suitable for enterprise recruitment and provide long-term employment. The process of cultivating talents requires investment and guidance first. At the initial stage, there is no direct benefit. The value of subsequent talents to the enterprise is unknown. Therefore, the state of enterprise investment first will make the enterprise lose interest in cooperation.

In the course of curriculum promotion, the two sides cannot jointly invest and cultivate talents for the same goal. Cooperation requires all parties to invest human, financial and material resources, mainly the participation of schools, enterprises and social institutions. It is a long-term investment, especially for enterprises. It is difficult and uncertain to promote continuous cooperation when the actual benefits are not seen or expected. The school enterprise cooperation mode is single, and the sustainability of long-term participation of all parties is poor. The reason lies in the lack of high-quality platforms and corresponding cooperation strategies for industry education cooperation, as well as the subsequent lack of evaluation system. Therefore, the construction of the platform requires more school leadership, enterprise participation and platform cooperation.

3.2. The cooperation process starts. The cooperation mode is single, and the interests of both parties are not on the same channel

Based on the consideration of schools and enterprises for their own interests, the starting points of both sides are inconsistent, which can be understood as that both expect the other party to pay first. In this way, the first step of cooperation becomes very difficult. So how to start the first step of cooperation is very important. Through the Yonglang toy cooperation project, this study explores how to start the first step of cooperation, and then gradually promote cooperation.

3.3. The breadth and depth of students' participation is low, lacking the integration of theory and practice

At present, students' participation in practice is insufficient and too theoretical. Most of the students' learning is still concentrated on the theoretical level, which is carried out in the classroom, and has not gone deep into the actual enterprise design generation link. How to improve the breadth and depth of students' participation and enhance their ability in practice has become the key to breakthrough. Therefore, the comprehensiveness of the talent training model is the goal of exploration, and ultimately achieve the training results that students are used, recognized by enterprises, and recognized by schools. For example, the industry education integration project of Wenzhou Yonglang Group needs design talents for a long time and hopes to cultivate talents through industry education integration. After nearly a year of cooperation, it has not actually selected and retained graduates who can work in enterprises

4. Exploring strategies through project practice

4.1. Explore the diversity of cooperation modes and enhance the willingness and benefits of multiple parties to participate

In the project, through the cooperation mode of order class, students are selected to participate in the joint training of schools and enterprises and enter into enterprise practice. In the process, the enterprise will provide some scholarships for students. Through training qualified students, they can obtain scholarships and get the opportunity to stay in the enterprise. For students, they can adapt to the market demand in advance and get more job opportunities.

At the same time, the tutor will teach in the school and determine the design direction together with the school teachers. In terms of teaching, we shared design materials, worked out teaching contents and plans, and improved the richness and practicality of the overall curriculum.

4.2. Promoting cooperation, starting from the first step of cooperation, and advancing step by step

On the premise of not allowing enterprises to invest too much, gather students' intelligence through students' resources, and let enterprise tutors set design themes, such as ideological and political themes "environmental protection" (Figure 1，Figure 2) and "patriotism". Students design these

themes specifically. After the design scheme is available, the enterprise tutor and the school teachers will guide and review each design scheme. After students adjust the design scheme, let the enterprise tutor choose which scheme can be put into production. The advantage of this is that enterprises can get more design ideas and schemes and expand design ideas. For students, they can get more guidance from front-line designers in enterprises and design in a way that is closest to the market. In this way, students are not only close to books, but also to the front line of the market.

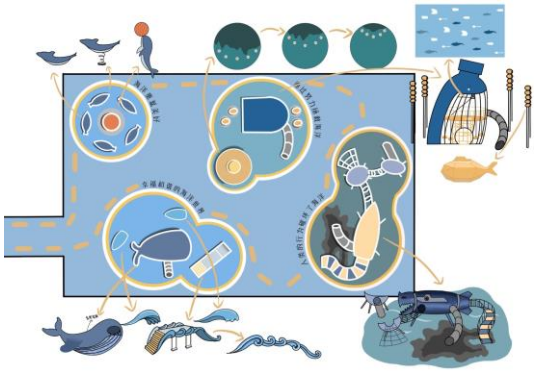


Figure 1. Element Scheme Design Manuscript



Figure 2. Ocean Element Design Scheme

4.3. Promote the breadth and depth of students' participation in various forms, and integrate theory and practice

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5. Conclusion

Discussing school enterprise cooperation is an important part of vocational colleges' foreign cooperation, and also an important way for colleges to cultivate talents. For school enterprise cooperation, there are many possibilities to explore and try. With the deepening of the project, further cooperation will be carried out in terms of cooperation mode, benefit sharing, mutual training of talents, resource library building, etc.

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