

## Theoretical Research and Construction Ideas on the Training Mode of School-Enterprise Collaborative Talents

Yong Fan<sup>1,a</sup>, Liwei Tian<sup>1,b</sup>, Lei Yang<sup>1,c</sup>

<sup>1</sup>Guangdong University of Science and Technology, Dongguan City, Guangdong Province, China.

<sup>a</sup>16678521@qq.com, <sup>b</sup>656453927@qq.com, <sup>c</sup>gdstyl@qq.com

### Abstract

With the economic transformation and development, society has put forward higher requirements for the cultivation of applied talents in colleges and universities. In order to realize that the students trained by colleges meet the needs of enterprise development, this paper put forward construction suggestions based on the theory of school-enterprise collaborative talent training model and related index requirements.

### Keywords

Applied talents, School-enterprise, Training model.

### 1. Preface

The Outline of the National Medium and Long-Term Education Reform and Development Plan (2010-2020) promulgated by the State Council proposes that higher education should adapt to the needs of national and social development, update talent training concepts, and innovate talent training models.

### 2. Talent training model

In 1998, Comrade Zhou Yuanqing, then vice minister of education, expounded on the concept of talent training model. Other scholars have also done a lot of research on the talent training model. Most people think that the talent training model mainly includes the following four meanings<sup>[1]-[4]</sup>:

(1) Training objectives and specifications;(2)The entire educational process to achieve certain training goals and specifications;(3)A set of management and evaluation systems to achieve this process;(4) Matching scientific teaching methods, methods and means.

If expressed in a simplified formula, that is: talent training model = goal + process and method.

### 3. School-enterprise collaborative talent training model

The school-enterprise collaborative talent model is a talent training model introduced from the West in the new era of China's education field facing new requirements of economic and social development<sup>[5]</sup>. This education model is an open training model. Colleges and universities not only impart theoretical knowledge to students, but also cultivate students' sense of innovation and entrepreneurship, and promote the improvement of the ability to integrate production, study, and research.

Through the analysis of the evaluation content requirements in the National Standards for Computer Teaching Quality ,Evaluation Index System for Education Departments and Industries, Requirements of Teaching Elements for S&E Cooperation are summarized, as shown in Table 1.

Table 1 Requirements of Teaching Elements for S&amp;E Cooperation

Indicator name	Review content and standards
<b>School-running ideas and leadership</b>	The school's orientation is clear, its development goals are clear, and it can actively serve the economic and social development of the region (industry)
<b>Training objectives</b>	Universities should establish the necessary periodic evaluation and revision system with the effective participation of computer industry or enterprise experts to evaluate the achievement of training goals, and regularly revise the training goals to ensure the accuracy and effectiveness of the training goals.
<b>Training specifications</b>	To understand the important laws, regulations, guidelines and policies of occupations and industries related to this major, and understand the basic ethical requirements of engineering technology and information technology.
<b>Professional Construction</b>	Can work closely with enterprises and institutions to carry out internship training; each major has a stable internship training base, time and funding are guaranteed; guidance is in place, scientific assessment is performed, and the effect is better.
<b>Faculty</b>	Part-time teachers from enterprises or industries can play a role effectively. Teachers who teach engineering and applied courses should have an engineering or work background suitable for the course, and teachers who teach professional basic theory courses for science students should have a research background suitable for the course.
<b>Teaching conditions</b>	Cooperate with enterprises to build internship bases or laboratories, and provide a stable platform and environment for all students to participate in engineering practice during the teaching process; staff involved in teaching activities have project development or management experience.
<b>Quality Assurance System</b>	Colleges and universities should establish a follow-up feedback mechanism for graduates to keep abreast of graduates' employment trends and employment quality, graduates' career satisfaction and job achievement, employer's satisfaction with graduates, etc.
<b>Teaching Quality</b>	The school has a good reputation and the student registration rate is high; graduates have a high degree of recognition and good evaluation of school education and teaching work; The initial employment rate of fresh graduates has reached the average level of local universities.

Requirements of Teaching Elements for S&E Cooperation are shown in fields such as "running ideas and leadership", "cultivation goals" and son on. For example, in the field of Faculty, a certain number

of teachers with professional (industry) professional qualifications and service experience are required.

#### 4. Construction ideas

According to the previous research and the requirements of relevant indicators, the school-enterprise collaborative application talent training model is recommended to build from the following aspects.

(1) Constructing the management mechanism of the school-enterprise cooperation platform. Focus on solving the following problems: The first is to handle the relationship between the government, enterprises, and schools. The second is to resolve the institutional guarantees for industries (guilds) and other intermediary forces in the market economy, and to clarify the legal status and social role of industries (guilds) in professional qualification standards, professional qualification recognition, and industry human resource development.

(2) Building a scientific and reasonable talent training system. Keeping pace with the times, guided by the scientific education concept, establishing a talent training model for industrial needs, thus establishing professional construction planning, teaching content, teaching methods and evaluation methods, and establishing a multi-objective comprehensive teaching quality monitoring and evaluation system.

(3) Building a teaching team of "Double Abilities". Carry out the training of the teaching staff on the professional basis, new professional knowledge, new technology and horizontal related subject knowledge, train the teaching and scientific research team that meets the needs of the local economy for this major, and devote to the construction of the "double ability" teacher team.

(4) Strengthening the construction of the experiment (training) room and expand the external space. Various majors should strengthen cooperation with enterprises, use cooperative enterprises to establish a number of high-quality practice bases, form a group of professional off-campus college students 'practice teaching base, and undertake students' off-campus practice education teaching tasks

(5) Improving the quality of talent cultivation through various forms of cooperation with enterprises. Pay attention to the training and training of students' professional ability, and improve the engineering ability and hands-on practical ability by obtaining professional certificates related to real enterprise project cases.

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