

Exploration on the Collaborative Education Mode of "Government and School" for Application-Oriented College

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Abstract

Application-oriented colleges have started the mode of "government and school" collaborative education, which has broadened the path of cultivating innovative talents. It is an effective supplement to the government function that the local grass-roots departments absorb the social practice of college students. Through social practice, college students actively assist the effective development of government functions and improve their business communication ability and administrative quality. According to the investigation, there are some problems in the process of "government and school" collaborative education, such as: insufficient course connection, lack of social practice positions, single structure of teachers, internship safety and so on. By analyzing the actual situation of both parties and combining with the current policy situation, this paper proposes effective measures to promote the collaborative education of "government and school", promote the in-depth integration of "government and school", train more talents for the local and regional economic development, and jointly serve the local economic development.

Keywords

Collaboration, Mode, Practice, Exploration.

1. Introduction

In the context of economic globalization, how to train innovative business talents with both professional knowledge and strong practical capabilities is a topic that China's higher education needs to seriously explore. Within the framework of cross-disciplinary education, combining with the principles of values, providing different perspectives and understandings for collaborative practice to provide realistic, student-centered learning.[1]Through a sample survey of employment prospects of accounting graduates in 2020 in Z-applied undergraduate colleges, Engaged in 32% of corporate finance, 14% of banks, 11% of securities companies, 13% of education, 9% of civil servants, 5% of freelance entrepreneurs, 12% of postgraduates, and 4% of others.The collaborative education model of "government and school" was started, and local grassroots departments absorbed the social practice of college students to help students understand the government affairs process in advance and improve business communication skills and administrative literacy. Students actively assist the effective development of government functions through social practice, which is an effective supplement to government functions.

2. "Government and School" collaborative education model

2.1 "Government and School" collaborative education background

It is an important political task and strategic project to strengthen and improve the ideological and political education in colleges and universities. Ideological and political theory teaching and daily ideological and political education are two important contents in the work mode of ideological and political education in colleges and universities.[2]The Education Department should strengthen the importance of the ideological and political course in colleges and universities from the angle of cooperative education.[3]

2.2 "Government and School" collaborative education model

Adhering to the idea of cultivating application-oriented talents in a diversified way, following the route of social needs-job ability requirements-curriculum setting-base development-jointly training students, to build a better employment platform for students. The W market supervision department establishes cooperation with application-oriented colleges and universities, focusing on the training of students' vocational courses, the improvement of comprehensive ability, and the training of administrative literacy. Help students understand the entrepreneurial process and enhance their entrepreneurial ability. Provide local companies with innovative services based on accounting and innovation, and jointly serve the regional economic development.

3. Problems Existing in the "Government and School" Collaborative Education Process

3.1 Course docking issues

Collaborative learning experiences recognise that these complex issues can be addressed with the pooling of diverse knowledge, perspectives, cultures, skills and tools.[4]There is no fixed model for domestic education models. In the process of collaborative education of "Government and School", the curriculum connection is not deep enough, and only a few of the courses are evaluated jointly by the "inside school and outside school" model.

3.2 Lack of social practice positions

Most of the cooperation bases established by "Government and School" lack a mature cooperation mechanism. Cooperative units have limited administrative service windows, few social practice matching positions can be provided, and students' social practice benefits are relatively narrow.

3.3 A single teacher structure

From the perspective of serving the local economy, teachers from different academic backgrounds are required to provide intellectual support. It is understood that at present, most of the members of the teacher team only focus on relevant knowledge in this professional field, and have little knowledge of cross-disciplinary and cross-domain knowledge, which is not conducive to the cultivation of compound talents.

3.4 Internship safety issues

In the financial budget of local government departments, there is no special expenditure for student internships, and it is not possible to arrange dedicated personnel to manage student internships. Universities need to arrange full-time teachers to coordinate and manage student internship and safety. In the process of internship, students are separated from the school's direct management, and the safety problem of internship cannot be completely ruled out.

4. Measures to effectively promote the "Government and School" collaborative education

4.1 Effective docking of courses

Under the "Government and School" collaborative education model, 6 special practice docking courses including "Business Negotiation" and "Enterprise Establishment and Registration" are set up. The theoretical learning and internship logs are online counseling and assessment by teachers in the school, and the social practice and internship evaluation parts are guided by the practice unit and are responsible for assessment. The specific arrangements are listed in Table 1

Table 1. Special Practice Course Matching Table

Course Title	Capability index	Assessment method
Business meetings	Communication and negotiation skills	Theoretical learning + practice evaluation
Business establishment and registration	Organization and coordination capacity	Theoretical study + social practice
Office software applications	Professional accomplishment	Theory study + practice evaluation.
Comprehensive Practice of Industrial and Commercial Business	communication ability	Practice log + practice evaluation.
Contract supervision and management	Administrative literacy	Theory study + practice evaluation.
Career Guidance	Career planning ability	Practice log + practice evaluation.

4.2 Broaden social practice channels

Through the investigation, the results show that cooperative learning in practice as a method of clinical learning has many benefits.[5]Through the analysis of the function orientation, management operation, team construction and resource sharing of university social practice platform, the collaborative innovation practice platform is established.[6] In order to comprehensively promote the "Government and School" to jointly cultivate business talents, teachers are encouraged to undertake the planning, research, and consulting projects entrusted by local governments, enterprises, and institutions, and transform the results locally to promote local economic development. The teacher team regularly or irregularly organizes students to conduct social surveys, and forms corresponding survey reports or consultation reports to enrich the content of students' social practice and broaden the channels for students' social practice.

4.3 Changing the structure of the teaching staff

Research shows that continuous and collaborative educational programs can change students' awareness and behavior, as well as their parents and teachers.[7]University learning combined with enterprise production collaboration education can promote teaching, scientific research and social service ability, and promote the professional growth of teachers.[8] "Government and School" collaborates to educate people, teaches more than one class, forms a community of entrepreneurship experimental courses in the school, invites the business backbone of administrative institutions to "enter the school and enter the classroom", and the teachers of both sides jointly teach. Establish a "tailor-made" teacher introduction plan, introduce discipline leaders, team building talents in urgent need, and enterprise business backbone talents at different levels.

4.4 Internship Security

In the process of collaborative education, the safety of student internships is particularly important. Parents need to know the situation of student internships. Parents and students need to jointly sign the internship safety responsibility letter. The school arranges internship instructors to work with parents to jointly manage the safety of students during the internship.

5. Conclusion

The "Government and School" cooperative education mode broadens the channels of talent cultivation. In the process of cooperative education, many problems have been encountered. Based on the actual situation, suggestions are given to effectively promote the "Government and School" cooperative education. Through detailed arrangement of course docking content, special practice can be effectively carried out. Through teachers to undertake government scientific research projects, promote students' social practice, broaden the channels of students' social practice. Through tailor-made programs, high-level teachers are introduced, and business backbones of administrative institutions are invited to build a "double-qualified" teaching team. Through teachers and parents to

jointly manage students' internship safety, create an atmosphere of common service to the local economy.

Acknowledgements

Project Source: Fuzhou Foreign Language and Foreign Trade College, Education Reform Project, "Reform and Practice of Accounting Teaching Mode from the Perspective of Cultivating Innovative Talents", Project Number: JF2018028.

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