

## Study on School-enterprise Cooperation Model in Wenzhou based on the Characteristics of New Enterprise Apprenticeship System

Jianmin Chen

Wenzhou Polytechnic, Wenzhou, Zhejiang, 325035, China.

### Abstract

Education level and the speed of economic development in China are rising, the apprenticeship model plays a positive role in talent cultivation, but also to university-enterprise cooperation between enterprises new apprenticeships is in apprenticeships and developed on the basis of modern apprenticeship, conforms to our country current talent development demand, therefore, this paper takes wenzhou university-enterprise cooperation mode as an example, from three aspects to the enterprise new apprenticeships are studied, the first part is an overview of the new apprenticeships concept and connotation of university-enterprise cooperation in wenzhou, the second aspect is the enterprise the present situation of the new apprenticeships in wenzhou university-enterprise cooperation. The third aspect is to improve the current situation of school-enterprise cooperation of new-type apprentices in Wenzhou, so as to promote the cooperation between schools and enterprises.

### Keywords

New Apprenticeship; Wenzhou School-enterprise Cooperation; Modern Apprenticeship.

### 1. Overview of school-enterprise cooperation model in Wenzhou with the characteristics of new enterprise apprenticeship system

#### 1.1 Concept of New Apprenticeship

Apprenticeships since this concept produced, has experienced the apprenticeship, modern apprenticeship and the new apprenticeships three, this article will discuss the new apprenticeships, the word for the first time in the July 2015 people club department and the Ministry of Finance jointly issued by the general office of the notice of the pilot enterprises new apprenticeships, refers to the enterprise and school in order to develop, the senior skilled workers, for admission to the new employees and transferred employees, combined with the current of the practical need of training, it is helpful to perfect our country's current training system for enterprise employees and cultivate the skills, talents, and the system is similar to the German dual system vocational education mode.

Different from the modern apprenticeship system, the main body of the implementation is the Ministry of Finance and the Ministry of Human Resources and Social Security. The training objects include newly hired and transferred employees, low-skilled young workers and the new generation of migrant workers. The results of the training are the issuance of vocational qualification certificates.

#### 1.2 Connotation of school-enterprise cooperation model in Wenzhou

Current university-enterprise cooperation mode of talent training is the mainstream of the new apprenticeships mode, in addition, there are schools and enterprises, schools, enterprises and government, schools, industries and enterprises and the government, schools, industries and enterprises of these four patterns, mainly there are five ways of cooperation, the school actively, active basis, the original cooperation between colleges and enterprises by government is dominant or vocational education group.

The school-enterprise cooperation mode in Wenzhou refers to the cooperation between schools and enterprises to cultivate middle and senior vocational skills.

Therefore, this paper will study the Wenzhou school-enterprise cooperation model with the characteristics of new enterprise apprenticeship system.

## **2. The current situation of school-enterprise cooperation model in Wenzhou with the characteristics of new enterprise apprenticeship system**

Talent training has always been the focus of national attention, and apprenticeship is relatively popular in schools under the model of talent training. However, new apprenticeship requires harmonious cooperative relationship between schools and enterprises, so many colleges and universities in Wenzhou, especially vocational colleges, are actively looking for opportunities to cooperate with enterprises.

The adoption of the new apprenticeship system is conducive to enterprises to cultivate talents, enhance the practical ability of talents, and is also conducive to the interests of schools and enterprises. However, there are still some problems in the current research status of Wenzhou school-enterprise cooperation model with the characteristics of the new apprenticeship system for enterprises, which need further research.

### **2.1 Schools and enterprises do not fully understand the characteristics of the new apprenticeship system**

In current wenzhou university-enterprise cooperation, whether in school, or enterprise have no understanding of new apprenticeships are fully, don't realize the system for the value of school for training talents and promoting the development of the school, enterprises in the implementation of the new apprenticeships ignored when the system of development potential, so it leads to the wenzhou no smooth communication between between colleges, lead to each other have no way to cooperate with each other when I was in training talents and the combination of school training of talents can not quickly adapt to the enterprise to the requirement of talents, wenzhou university no clear direction to cultivate professional talents,

This leads to the formalization of the contractual relationship between schools and enterprises, which makes the new apprenticeship system implemented by enterprises become a decoration in the aspect of school-enterprise cooperation in cultivating talents.

In particular, for the enterprise to the requirement of production more onerous, and state of enterprises implementing new apprenticeships tax subsidies and financial reward implementation does not reach the designated position, and don't have the time and energy and wenzhou enterprises master in school for the teaching program, resulting in the way of fostering talents of enterprises and for the cultivation of skilled personnel in colleges and universities cannot reach an agreement, achieve comprehensive teaching.

Secondly, most enterprises need talents who can be trained in a short period and have specific skills and can be mastered skillfully. However, this demand more or less ignores the cultivation of apprenticeship's innovation ability and fails to reflect the public nature of the new apprenticeship.

### **2.2 The training scheme of Wenzhou school-enterprise cooperation mode with the characteristics of new apprenticeship is not scientific enough**

In general, when colleges and universities and enterprises in wenzhou is take the form of talent training agreement, namely the bear the cultivation of their tasks and lead to the wenzhou university-enterprise cooperation to a lack of systemic and for the cultivation of the new apprentice can not perform effectively, and in the process of training, lack of a scientific and effective evaluation mechanism, and because the enterprise and study of double teacher team construction is not standard, compare the obvious flaws of the enterprise master the theoretical knowledge and comprehensive quality is low, so when the apprentice theoretical problems encountered in the process of practice to consult,

Enterprise master could not be scientific and accurate answer, have no way to make scientific guidance, so when the end of the apprenticeship, the apprenticeship overall literacy promotion effect is not very significant, so from the above two ways, new apprenticeships characteristics of wenzhou university-enterprise cooperation pattern of training plan is not enough scientific, ignored the communication between colleges and enterprises theory accomplishment of the instructor.

### **2.3 The school-enterprise cooperation model system of the new apprenticeship system in Wenzhou is not systematic enough**

Through the study of the school-enterprise cooperation mode in Wenzhou, it is found that the new apprenticeship system does not highlight the key points of enterprises, nor does it highlight the urgent need for talents of Wenzhou enterprises, nor does it guarantee that the talents needed by enterprises can be obtained after the new apprenticeship period.

Although our country has been pushing through the way of improve the level of per capita education to promote the development of national economy, but the policy not to use, such as the cost of subsidies to the enterprise of the type of work did not get the actual implementation, and the application scope of this model is relatively small, not widely all over the country propaganda, above all, the new apprenticeships in wenzhou university-enterprise cooperation pattern is not enough system.

### **2.4 The curriculum setting of Wenzhou school-enterprise cooperation model with the characteristics of new apprenticeship is not reasonable enough**

Enterprise new apprenticeships characteristic of the current situation of wenzhou university-enterprise cooperation mode but also in the course of its configuration is not reasonable, the specific performance in the school on the basis of professional course on the set of disequilibrium, unreasonable, and unable to improve the overall level of students, especially some of the college students in wenzhou professional basis, at the same time, the professional ability of school is not strong, although students after learning and professional training, but still can't learn professional skills and theoretical knowledge of their own, there are many schools for insufficient recognition of the degree of professional personnel training, did not make full use of the funds of the school and the teaching equipment and facilities,

Although provides more internship opportunities, enterprise and school teacher level can't match the actual need, this also leads to the whole school teaching level the effect of hindered the new apprenticeships university-enterprise cooperation, above all, the current university-enterprise cooperation mode in teaching quality management in wenzhou insecurity, course setting is not reasonable.

## **3. Improvement measures of Wenzhou school-enterprise cooperation model featuring new enterprise apprenticeship system**

### **3.1 Strengthen the system construction of laws and regulations and strengthen the understanding of the new apprenticeship system**

First is to improve the system of laws and regulations of new apprenticeships, because whether it is from the perspective of enterprise, or from the perspective of the apprentice, if perfect enterprise characteristic of apprenticeships must have a sound legal system to protect, because for the implementation of the new apprenticeships, need both schools to perform his duties as a record of formal schooling education actively, also need to interact with the enterprise to carry on the good, clear their training direction, so will the new apprenticeship training related content of legalization and give its legal effect, can guarantee the school scientific and reasonable training talents, can also be to wenzhou university-enterprise cooperation mode to lay a more solid legal basis, because the apprentice also is not an employee of enterprise in the true sense, so I can't use the current "labor and social security act", so that we can develop new apprenticeships related laws and regulations system construction, from the legal level to strengthen the understanding of the new apprentice system.

Secondly, the establishment of property rights order can be considered to improve the enthusiasm of enterprises to participate.

As the scholar North said, the establishment of property rights is conducive to the establishment of an efficient economic organization and the introduction of individual economy to social activities. Therefore, property rights are conducive to improving the participation enthusiasm of enterprises.

Because new apprenticeships university-enterprise cooperation in wenzhou, the enterprises in the outside of the public welfare or collective activity, easily lead to collective irrationality, and enterprises hope that through the characteristics of the new apprenticeships university-enterprise cooperation mode can improve the production efficiency of enterprises, realizing the maximization of profits, but if the current implementation of the new apprenticeships just relying on the freedom of academic market, to implement this feature is not too realistic, so new apprenticeships characteristic can take the property in order to improve the enthusiasm of enterprises to participate in.

Finally, corporate training centres could be set up.

Because enterprise is the main body of market economy, took on the role of training talents for the society, therefore in enterprises and institutions to cooperate, using new apprenticeships this pattern to promote wenzhou university-enterprise cooperation pattern is very be necessary, in particular, the enterprise can consider to set up training center, currently in wenzhou, for example, can choose to set up training center of wenzhou manufacturing, to provide internship opportunities for apprentices.

Training center should be established by the positive response to the demand for talent, enterprises and the school emphasizes the enterprise should have practical, ensure each apprentice can practice on their jobs, and achieve the result of practice, so as to create economic benefits for the enterprise, the training center to guarantee the apprentice can get one-on-one instruction, so that you can avoid the mentor of space, so should set up a training center to the new apprenticeships under university-enterprise cooperation mode of inquiry.

### **3.2 Improve personnel training programs and strengthen the cultivation of professional skills and professional ethics**

In training talents in colleges and universities must learn when the enterprise to the requirement of talent development, general of the students are in school for teacher imparting theoretical knowledge, and arrangement of exercise practice, but the school will continue to improve the talent training scheme, the teacher must arrange for a scientific and reasonable teaching plan, learn to use cases and scenarios method to help students understand what they have learned theory knowledge, make sure that they will be learned knowledge to master.

At the same time, in order to meet the requirements of enterprises for talent development, schools should accurately grasp the current industry standards and clarify the future development direction of their own professional industry when setting up teaching courses, so as to make students have a sense of urgency in learning.

Finally in the process of cooperation between colleges, in the teaching should strengthen the theoretical knowledge of enterprise culture, make they can raise their professional ethics accomplishment, combining theory and practice, so through to the personnel training plan is perfect, allowed between to new apprenticeships have a profound understanding and awareness, to strengthen the cultivation of professional skills and professional ethics.

### **3.3 Establish a systematic school-enterprise cooperation model in Wenzhou to promote the improvement of the teaching model**

The following measures can be taken to build a systematic school-enterprise cooperation model in Wenzhou:

3.3.1 the implementation of flexible credit system, in wenzhou university-enterprise cooperation to have a clear course modules of credits and corresponding internship credits for conversion mechanism, clear minimum credits required for graduation, in the case of already satisfy the standard of different fixed number of year can convert credits, and the learning courses should also be combined with the requirements of jobs, to ensure the students can not only learn the professional skills, knowledge, access to credit, can also obtain the relevant professional qualification certificate, improve learning outcomes to join each other certification by the credit system to promote students can obtain qualification certificate can get a degree certificate.

3.3.2 the implementation of flexible examination way, whether the current way of assessment are typically made for the standard of professional qualification certificate, but the German modern apprenticeship compulsory training process, so in the future of our country's new features in apprenticeship, should emphasize the procedural appraisal, guarantee the apprentice the commonness and individuality of common development, in terms of assessment standards and the results can adopt a kind of dynamic adjustment mechanism, so as to cope with the apprentice's personality development and enterprises for the need of talent, and promote the economic development of China.

3.3.3 the implementation of the pluralistic evaluation of examination quality, for quality evaluation of the current is relatively single main body and a variety of needs of personnel training evaluation, we need to emphasize the industry association in the new reform of apprenticeships voice and to assess the ability of the enhancement enterprise engaged in the process of evaluate the apprentice, so as to realize the dual management model, also need to emphasize the value of the third party appraisal institution, guarantee to provide talent support for the enterprise, meet the social demand for talent development.

Therefore, through the study of Wenzhou school-enterprise cooperation model with the characteristics of new enterprise apprenticeship, it is found that it is necessary to build a systematic school-enterprise cooperation model in Wenzhou, so as to promote the improvement of teaching model.

#### **3.4 Strengthen the team construction of teachers**

In view of the above mentioned shortage of comprehensive quality of school and enterprise teachers, the improvement measures are put forward to strengthen the construction of the team of teachers. The specific measures include:

3.4.1 strictly master into threshold, as should learn Betty says, "school to hire outstanding craftsman taught in schools", because he thought the only outstanding craftsman can teach students the most advanced technology and knowledge, so the current enterprise shall elect to apprenticeships excellent teacher, the school recommended by the teacher evaluation to enterprises, and then specify the clothes moth is operational management mode of teachers' team and double mentor selection standard, increase schools and enterprises on both sides of the construction of teachers.

3.4.2 to improve teachers' professional ability, the concrete measures of the quality of the teachers' professional ethics is to strengthen the campus culture, to participate in the production activities of the apprentice, prompting could teach and practice content of mutual confluence, thus for wenzhou university-enterprise cooperation pattern of new apprenticeships color study to lay the theoretical foundation and create knowledge.

3.4.3 Improve the promotion and incentive mechanism.

At present our country has not made a provision for teacher's promotion and incentive mechanism, but the new apprenticeships, needs the school teacher and school teachers spend more time and energy, but did not increase performance and salary reward, for school master, no bonus, only have very low class allowances and subsidies in colleges and universities, so we can draw lessons from Germany's promotion and incentive mechanism, establish enterprise lifetime employment system and the supervision of the qualification of salary system, give full consideration to on and off campus teacher's career, in promotion mechanism for intrinsic motivation, to pay for external incentive reward, And then enhance the construction of teachers.

#### **4. Conclusion**

Therefore, through to the enterprise new apprenticeships characteristics of wenzhou university-enterprise cooperation model, we draw the conclusion: at the time of personnel training to strengthen the interaction of enterprises and schools, to strengthen the understanding of the new apprenticeships, improve the professional skills, satisfy the business enterprise and the social demand for talents, promote national and enterprise development of the economy.



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