

Research on School-enterprise Collaborative Education Mechanism--Taking Art Majors as an Example

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Abstract: In recent years, with the continuous development of social economy, the requirements of enterprises for art majors have gradually increased, and the art majors in colleges and universities need to be reformed. School-enterprise collaborative education as a new model for cultivating applied talents has significant advantages in application and operation. Applying the school-enterprise collaborative education mechanism to the teaching of art majors in colleges and universities can effectively solve the problems of poor students' practical ability and low employment rate in the teaching of art majors in colleges and universities. Therefore, based on the existing research results, this paper analyzes the perfect strategy of the school-enterprise collaborative education mechanism with the aim of art majors, in order to promote the teaching reform of art majors and improve the employment rate of students.

1. Research Background

1.1 Literature review

In recent years, Chinese scholars have carried out a lot of research on the mechanism of school-enterprise collaborative education. Sun Lei believes that the concept of cultivating talents by schools and enterprises is not only an opportunity for reform but also an opportunity for development. The key to avoiding the possible risks of school-enterprise collaboration, finding effective ways to cooperate, and stimulating corporate participation is to find synergies between the interests of both schools and companies (Sun, 2016). Kong Dezhong and Chen Zhixiang believe that higher vocational colleges should build a close, stable and in-depth school-enterprise cooperation and education mechanism. Specifically, we should improve the interest-driven mechanism, communication and coordination mechanism, etc. Schools and enterprises jointly develop talent training programs, develop curriculum resources, and realize all-round cooperation between school and enterprise talents, resource sharing, personnel sharing, and joint construction of the base (Kong and Chen, 2017). Zhang Ningbin believes that in view of the problems existing in the practice of school-enterprise collaborative education in China, colleges and universities should promote the reform of the school-enterprise collaborative education mechanism from the two levels of schools and secondary schools. From the perspective of the school, it is necessary to change the concept of running a school, adjust ideas, and create a high-quality teaching team. From the point of view of the secondary colleges, it is necessary to clarify the orientation of running a school and form a new mode of school-enterprise cooperation personnel training in the integration of production and education (Zhang, 2017). Liu Huiwen and Deng Xiaohong believe that the talent training program and course content of the university are out of line with the market, the engineering team's engineering practice ability is not strong, and the student practice base is lacking. Colleges and universities should actively explore the school-enterprise collaborative education mechanism and improve the quality of personnel training by deepening the cooperation between schools and enterprises (Liu and Deng, 2017). Zhou Xin and Zhang Qiumin believe that adhering to the "school-enterprise cooperation" has become a feature of talent training in colleges and universities. Higher vocational colleges should promote the reform of talent training mode from three aspects: institutional environment, evaluation mechanism and collaborative education (Zhou and Zhang, 2018). From the perspective of school-enterprise cooperation, Mu Xiaojiao explored the

school-enterprise collaborative education, and believed that universities should jointly develop talent training programs; innovate the school-enterprise cooperation form, promote the order training model, improve the training base construction, and broaden the practical application platform (Mu, 2016).). Liu Qiaozhi and Xu Li established a school from the aspects of formulating talent training programs, jointly deciding the curriculum system, sharing the teaching resources of both sides, constructing a class management system under the dual tutor system, establishing a double tutor teaching team, and formulating a student learning effectiveness evaluation system. The enterprise collaboration mechanism aims to further broaden students' thinking patterns and create an efficient learning environment (Liu and Xu, 2016). Bai Fei believes that school-enterprise cooperation and education are the mainstream of contemporary talent training mode, and it is the main way for colleges and universities to cultivate innovative talents. The proposal of collaborative innovation theory and the construction of the platform provide a theoretical platform and practical scene for the cooperation between higher vocational schools and enterprises and collaborative education. At the same time, it also promotes the close cooperation between higher vocational schools and enterprises, deepens the connotation of school-enterprise cooperation, and innovates the school-enterprise. Cooperation and collaborative education mode (Bai, 2016). Li Xiaoli and others proposed to optimize the school-enterprise cooperation in order to solve the bottlenecks and problems in the process of school-enterprise cooperation between most colleges and universities in China, and to construct optimization strategies such as driving mechanism, driving mechanism, academic regulation mechanism and employment security mechanism. Model to train more highly skilled people (Li et al., 2017). Summarizing the existing research, most scholars only make a single analysis of the school-enterprise collaborative education mechanism, and there is little research to analyze the collaborative education mechanism of art-related schools. Therefore, this paper mainly takes the art major as an example, analyzes the school-enterprise collaborative education mechanism, and gives more detailed research from the microscopic point of view.

1.2 Purpose of research

Insufficient ability of talent cultivation and innovation in colleges and universities has become an obstacle to the deepening reform of higher education. School-enterprise cooperation is the key to training compound talents and improving teaching quality. At present, the cultivation of art professional talents in colleges and universities has problems such as lack of teachers and imperfect teaching systems. Therefore, it is necessary to construct a school-enterprise collaborative education mechanism to effectively meet the needs of employers (Hu and Jiang, 2017). For the art majors, adopting the school-enterprise collaborative education mechanism, through the mutual complementation and resource sharing between the school and the enterprise, it can cultivate more high-quality art talents that meet the needs of the actual enterprise for the enterprise and even the whole industry. When adopting the school-enterprise collaborative education mechanism, college art majors need to deeply analyze the needs of enterprises according to the law of market development, identify the coordination points between schools and enterprises, and start from the aspects of teaching concepts and practice training, and actively implement school-enterprise cooperation. Education mechanism. Therefore, the purpose of this paper is to study the school-enterprise collaborative education mechanism with the art major as an example, and provide reference for the teaching reform of relevant institutions.

2. Problems in the Cooperative Education Mechanism of Schools and Enterprises in Traditional Art Majors

2.1 Teacher's lack of training skills

At this stage, the theoretical and practical courses of art majors in many colleges are taught by the teachers of the school. Most of the teachers in the art majors go directly to the school after completing their master's or doctoral degrees. They have no social work experience and only change their status from "student" to "teacher". Therefore, many art professional teachers do not

have the practical experience of relevant industry enterprises, and have no in-depth understanding of market demand and job responsibilities. In practice, they do not know how to analyze market demand and future industry development from the perspective of enterprises. Therefore, the lack of training skills of art professional teachers makes it difficult to guide students to solve practical problems from the perspective of enterprises, and it is difficult to improve the actual operation level of students.

2.2 School-enterprise cooperation is shallow

On the whole, at present, many art professional schools in China have a relatively shallow degree of cooperation, but only pay attention to the surface form and ignore the inherent cooperation value. For example, many schools invite entrepreneurs from related industries to hold lectures for students, or schools and enterprises to jointly establish a training base. However, in terms of professional construction, curriculum development, and talent assessment, schools and enterprises have not cooperated, resulting in a disconnection between the teaching process and actual needs. The students they have developed lack experience in their work and are difficult to adapt to market needs.

2.3 The management of school-enterprise collaborative education is more formalized

In the current art-based professional school-enterprise collaborative education process, the phenomenon of too formalized teaching is very serious. Specifically, the first is that the number of courses in some schools is too formal. In some schools, in the process of school-enterprise collaborative education, the number of online courses is a hard test indicator. In order to achieve a certain number of courses, teaching managers take coercive measures to increase the number of courses, but this does not stimulate students' enthusiasm for learning. Second, the management of the training base established by the cooperation between the school and the art majors is formalized, and there is a widespread "coping" phenomenon and a lack of "innovative" value orientation. Only pay attention to the number of training, ignore the quality of the training course, and lack the evaluation of the course operation and real-time tracking supervision.

3. Optimization Strategy of School-enterprise Collaborative Education Mechanism for Art Majors

3.1 Improve the school-enterprise collaborative education system

The establishment of a sound school-enterprise collaborative education mechanism is of great significance for improving the quality of art professionals. Specifically, it should be guided by market demand, and learn and establish a sound school-enterprise cooperation and training mechanism, and promote the development of a collaborative education mechanism. By establishing a standardized training mechanism, it is possible for enterprises and schools to promote orderly cooperation between the two sides. In addition, it is necessary to strengthen the mode of integration of production and education, build a communication platform for school-enterprise collaborative education, improve the effectiveness of collaborative education, and promote further cooperation between schools and enterprises. In addition, in order to solve the problem of uneven distribution of interests between schools and enterprises, we can improve the relevant laws from the perspective of law, and restrict the system, so as to promote the further development of school-enterprise collaborative education.

3.2 Focus on cultivating students' craftsmanship

The cultivation of craftsmanship is very important for art majors. In the process of school-enterprise collaborative education, both schools and enterprises should pay attention to cultivating students' craftsmanship. As of 2012, there are more than 3,000 companies in Japan, 900 companies in Germany, and the Netherlands, France and other products have a life span of more than 200 years. The data shows that an important reason for the long life of the products is that engineers in these countries can uphold the spirit of craftsmanship, make products better and

maximize the use of social resources, and this quality also maximizes the quality of production. Most people think that the craftsman is a simple mechanically repeating staff, but in terms of content, the craftsman represents a deeper meaning. It represents an era of pragmatism and the pursuit of excellence. For students of art majors, only by pursuing high-quality product attitudes can they be worthy of their own work tasks. For example, the Swiss watchmaker's pursuit of ultimate product thinking is the best experience. Swiss watchmakers have extremely strict requirements for every procedure and part of every watch. They are eager to sculpt, making the attitude of manufacturing products focus on the thinking and ideas of the craftsman spirit. In the eyes of these masters, it is because of this spirit that the Swiss watch can be crowned with the world and become a classic.

3.3 Establish and improve the education system in the process of school-enterprise collaborative education

In the art-based school-enterprise collaborative education mechanism, the most important thing is to establish and gradually improve the education system in the process of school-enterprise collaborative education. Schools should introduce advanced teaching concepts and make full use of the school's rich teaching resources in the process of school-enterprise collaborative education. Integrate business needs into all aspects of education. Taking school-enterprise collaborative education as a systematic education, and then cultivating each student in an orderly manner, truly reflects the value of school-enterprise collaborative education. Set up a school-enterprise collaborative education mechanism-related supervision department to enable students to quickly and easily consult the learning problems. We must also actively organize various school-enterprise collaborative education activities to allow students to participate actively. From the top leaders of colleges and universities to the grassroots teachers, we should increase the emphasis on school-enterprise collaborative education and invest more energy and financial resources.

3.4 Establish a long-term education mechanism

The school-enterprise collaborative education mechanism needs to stand at the strategic level of cultivating innovative talents. Schools and enterprises should explore in depth, focus on establishing a long-term education mechanism, and further improve the synergy mechanism of training objectives, teacher teams, resource sharing and teaching management, and mobilize enterprise experts. And the scientific enthusiasm of scientific research personnel, integrate teaching and scientific research resources, and jointly support talent training through the concept of production, education and research. Through the introduction of the school-enterprise collaborative education model, students' professional ability will be improved, and the fit between students' actual skills and market demand will be improved. In addition, through the school-enterprise collaborative education model to achieve integration with the industry-university-research model, the experts of various industries play a direct role in the development of the education profession around the purpose of personnel training and scientific research, thereby enhancing the unique competitiveness of the art profession.

4. Conclusion

To sum up, the school-enterprise collaborative education mechanism is an important measure for teaching reform in recent years, which is of great significance for students' future employment and development. Taking the art major as an example, this paper studies the school-enterprise collaborative education mechanism and finds that the school and the enterprise must work together to improve the school-enterprise collaborative education system, focusing on a series of problems in the current school-enterprise collaborative education mechanism. We will cultivate students' craftsmanship spirit, establish and improve the education system in the process of school-enterprise collaborative education, and further improve the school-enterprise collaborative education mechanism. In addition, in the process of continuously improving the school-enterprise collaborative education mechanism, it is necessary for the university, society, family and society to

actively participate in it, and to do a good job of communication and exchange, timely adjustment according to the needs of students and enterprises, and comprehensive improvement Teaching Quality.

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