

## Research on the Training Mode of School Enterprise Cooperation and Innovation Talents of Computer Network Related Majors

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**Abstract:** In recent years, the infiltration and interweaving of the Internet and various social industries have become more and more obvious. This situation makes various social industries more and more eager for talents in computer network related disciplines. These industries are not only eager for the quantity of talents, but also for the quality of talents. In order to cultivate high-quality talents with the continuous development and innovation of computer network technology, we need to strengthen the cultivation of innovation and entrepreneurship ability of talents, and we need to make talents professional and practical. The author combines teaching practice experience and literature theory to study and discuss the current school-enterprise cooperation and innovation talent training mode, hoping to give other researchers some reference.

### 1. Introduction

The application of computer network technology in various industries in China has promoted the development of related technologies and related industries, and has also increased the market demand for computer network technology related talents in terms of quantity and quality. To meet the market demand, only relying on school education can only cultivate highly specialized students, but not students' practicality. In the current education mode of computer network related majors, the school enterprise cooperation mode is an important teaching mode to achieve the simultaneous advancement of students' professionalism and practicality. Through the combination of theoretical education and practice, students' theoretical literacy and practical ability can be improved, and finally their innovation and entrepreneurship ability can be improved [1].

### 2. Background of School-enterprise Cooperation Model

In recent years, social economy and culture have developed rapidly, and the Internet has provided support for communication platforms. The ability of communication and convenient management of the Internet has made traditional industries, Internet companies, network operators, government and other industries, organizations and institutions accelerate the internal use of the Internet, that is, all aspects of society are becoming Internet-based. In the era of comprehensive Internet of social life, Internet technology ushered in a new wave of development. The new generation of network, cloud computing, mobile intelligent terminals and other technologies continue to integrate and develop under the demand of the market. The continuous integration and innovation of new technologies put forward higher requirements for talents [2].

With the gradual Internet of social life, the hot topic of high-quality skilled talents in the talent market is gradually warming up, and the positions of computer network related majors have attracted more attention from the education circles and related enterprises of related majors. Since 2000, the development of domestic economy and culture has been accelerated gradually. After 2010, the society has developed rapidly with the change of two years. The computer network related majors have appeared and developed explosively in the last 10 years. Although the development of computer network related major in China is only more than 10 years, but in these 10 years, the computer network related major is not like other majors generally changed little, but updated and developed at a nearly rapid rate, which means that the cultivation of colleges and universities is difficult to closely follow the development of technology and market.

When the Internet shows that the Internet can bring new development and huge benefits to the traditional industry, the demand for market-oriented talents has increased dramatically. In order to meet the needs of social development, various domestic colleges and universities also need to cultivate a large number of high-quality professionals according to the market demand. The market requires talents to have excellent technology, complete knowledge of relevant positions in the industry, excellent professional quality, the establishment of a local area network or maintenance of a wide area network, and relevant technical certification and other practical requirements. Most of the students trained in various colleges and universities at this stage have no relevant practical experience only in theory, and they need retraining in social training institutions to meet the market requirements [3].

### **3. Problems Existing in Training Computer Network-related Talents**

#### **3.1 Problems in college teaching**

As mentioned above, there are some problems in the training of computer network-related professionals in various domestic colleges and universities at this stage. The following two problems can be drawn from the summary: first, the teaching content of specialized courses is not perfect; Second, students are stronger than theory and lack practical ability after graduation. The market demand for talents in relevant specialties is still hot, but the employment and entrepreneurship of graduates in these specialties are not optimistic. In the final analysis, the professional knowledge and ability possessed by these graduates are not enough to meet the demand of market positions [4]. From the employment of graduates, we can see some problems in the teaching of various colleges and universities in the emerging stage. First, these colleges and universities lack the understanding of market development and are unable to train more professional talents for the development of the Internet. Second, there are certain defects in the course setting of relevant majors in Colleges and universities. With the continuous development and update of Internet technology, the College The teaching content in the school is not necessary for the current stage and future development of the market. Third, the current colleges only focus on the teaching of students' professional knowledge, and do not integrate other professional knowledge with the profession. This leads to students only having professional theoretical literacy, but there is no innovation.

#### **3.2 Problems in the school-enterprise cooperation model**

In order to enhance students' practical ability, colleges and enterprises cooperate with each other to develop an innovative talent training mode of school-enterprise cooperation. At present, some school-enterprise cooperation has achieved excellent results, but some school-enterprise cooperation has exposed some problems. The excellent performance of school-enterprise cooperation in training students' practical ability, providing students' employment rate and promoting economic development has attracted the attention of the state. The government has also formulated some policies and regulations to promote and protect school-enterprise cooperation, but these are not systematic and cannot play a sufficient guiding and supervising role. School-enterprise cooperation is still the content between the school and the enterprise, but the school-enterprise cooperation can give the interests of the two different, so the effect of management and cooperation is not satisfactory. Some schools believe that school-enterprise cooperation only needs to hire computer-related experts in the enterprise to attend classes for students to supplement students' understanding of social hot spot technology; Or the school will send students to the enterprise's network computer room to visit, understand and study, or let students practice in the enterprise. In these cases, it may only be beneficial for students and enterprises to practice in enterprises. In practice, enterprises can observe students' abilities, attract capable students to work in enterprises through publicity, and students can get practical experience in practice. However, the internship time is usually when the students are nearing graduation, which does not give much improvement to the students. It is only equivalent to helping the students graduate a few months in advance and the

enterprises will get even less benefits from it. Therefore, school-enterprise cooperation often turns into utilitarian investment or public welfare support for schools.

#### **4. The Key Points of School-enterprise Cooperation in Innovating Talents Training Mode**

##### **4.1 Perfect the leading and supervision of “school-enterprise cooperation”**

In the school-enterprise cooperation talent training mode, the main goal of the school is to train talents with high quality and practical ability. The goal of the enterprise is to obtain higher quality talents to improve the profit of the enterprise. Therefore, the cooperation between the two organizations needs a leader and a supervisor to draw the bottom line, formulate rules, and endorse the cooperation of both parties, so that both parties can seek the maximum cooperation according to their interests. That is to say, school enterprise cooperation needs the government as the leading and supervision, so that the enthusiasm of both sides can be fully mobilized [5].

##### **4.2 Teaching reform based on “school enterprise cooperation”**

According to the characteristics of the rapid development and renewal of Internet and computer network technology, the optimal solution of teaching reform at this stage is to carry out teaching reform according to “school enterprise cooperation”. The teaching reform should include the reform of teaching content, teaching method, classroom and so on. It also needs to aim at the problems existing in the current teaching, so as to achieve the purpose of training talents who can reach the market standard. Targeted reforms require schools to clarify which courses are the cornerstones of computer network-related majors and must be taught in school classrooms. Teachers need to communicate with enterprises and the market, clarify the specific needs for talents at this stage, delete the teaching contents lagging behind the development, and add new knowledge in the development process [6]. At the same time, the teaching methods of computer network-related majors should also be reformed. Computer network-related majors are very practical. Therefore, teaching should not be limited to the classroom, but should give full play to the advantages of “school-enterprise cooperation”, combine the classroom with the post, and focus on the reality and future needs of enterprises. The school can also make full use of the resources of enterprises and industries, so that students can practice in enterprises at different learning stages, improve students' practical ability through practical training, while enterprises can reduce some labor costs from practical training, so the balance of interests between students and enterprises needs the government to divide the red line.

The teaching reform of “school-enterprise cooperation” is to teach the necessary theoretical courses to students through new teaching methods in schools, while those courses with strong pertinence and practicality let students learn through practice. In this way, the school can cultivate high-quality students with comprehensive development of professional knowledge, practical ability and innovation ability, and the enterprise can also obtain stable and high-quality new employees, so that the school, students and enterprise can win together.

#### **5. Conclusion**

With the rapid development of the computer network industry, the development of the industry has a greater demand for talents. However, it is very difficult for the relevant personnel training to meet the market demand at this stage. A reasonable talent training mode of school-enterprise cooperation can effectively improve students' practical ability. This requires the government to take the lead and supervise the cooperation between schools and enterprises. It also requires schools to carry out teaching reform according to the needs of enterprises, so that students can have pertinence to the market from the beginning of theoretical study and benefit both students and enterprises through various ways.

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