

Research on Cooperative Education Model for School-Enterprise Cooperation under the Background of Innovation and Entrepreneurship

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Abstract: Under the background of innovation and entrepreneurship education, cooperative education model for school-enterprise cooperation are conducive to promoting the structural reform of talent training supply side and improving the competitiveness and quality of students' employment. This paper analyzes the problems of cooperative education model for school-enterprise cooperation, points out the experience of foreign school-enterprise cooperation in educating people, and puts forward the countermeasures of cooperative education model for school-enterprise cooperation under the background of innovation and entrepreneurship education: Giving full play to the leading role of the government, promoting deep-seated docking between schools and enterprises, carrying out "universal" innovation and entrepreneurship education, innovating the operation mechanism of school-enterprise cooperation. The results of this study can promote innovation and entrepreneurship education, give full play to the advantages of schools and enterprises, and promote the coordinated development of students' innovation and entrepreneurship knowledge, ability and quality.

1. Introduction

Innovation and entrepreneurship education aims at cultivating talents with basic qualities and personalities of entrepreneurship, and focuses on cultivating students' entrepreneurial consciousness, spirit and ability, facing with the whole society, for those who intend to start a business, and have started a business and successfully start a business, the education of innovative thinking training and entrepreneurial ability training is carried out in stages and levels. Developing innovative entrepreneurship education in colleges and universities, encouraging students to start their own businesses actively is a major strategic measure for the education system to deepen people's learning, to practice the scientific concept of development, and to serve the construction of an innovative country; It is an important way to deepen the reform of higher education and cultivate students' innovative spirit and practical ability; It is an important measure to promote employment by entrepreneurship and promote full employment of college graduates.

School-enterprise cooperation is a mode of cooperation established between schools and enterprises, which pays attention to the quality of training, learning and enterprise practice in schools, and resource and information sharing between schools and enterprises. Most of the traditional education modes in colleges and universities lay stress on theory rather than practice, even without practice. It is very difficult for the talents trained to adapt to the rapid development of society. School-enterprise cooperation, schools use the equipment provided by enterprises to achieve the organic combination of school learning and enterprise practice. Through feedback and needs of enterprises, training talents purposefully, combining with market orientation, focusing on students' practical skills, which can cultivate talents needed by society. Renewal of educational concept, enhancement of reform consciousness, vigorous promotion of innovation and entrepreneurship education, giving full play to the advantages of schools and enterprises, developing cooperative education model for school-enterprise cooperation, and promoting the coordinated development of students' innovation and entrepreneurship knowledge, ability and

quality, have become an important path of talent cultivation in colleges and universities under the background of innovation and entrepreneurship education.

2. Significances on Cooperative Education for School-Enterprise Cooperation under the Background of Innovation and Entrepreneurship

Under the background of innovation and entrepreneurship education, cooperative education model for school-enterprise cooperation is of great significance, which are mainly manifested in the following three aspects:

Firstly, promote the supply-side structural reform of talent training. The structural reform of the supply side in the economic field puts forward new requirements for higher education. While paying attention to the demand side of enterprises and the personnel side, we should pay particular attention to the supply side and the training side of schools. Collaborative education helps to give full play to the advantages of opening up and practice in running schools, to establish professional posts and curriculum system, to actively reform and innovate, to gradually adjust the structure of talent supply side, and ultimately to achieve a good interaction with demand side.

Secondly, cultivate high-quality skilled talents. With the transformation and upgrading from "Made in China" to "Created in China", the social demand for talents is diversified, and the demand for high-quality skilled talents is increasingly urgent. The training of innovative and entrepreneurship talents under the concept of collaborative education fully reflects the diversification of the main body and the deep participation of enterprises in the whole process of personnel training. While improving students' practical ability, the cultivation of innovation and entrepreneurship ability can form a synergy and provide a strong guarantee for the cultivation of high-quality skilled talents.

Thirdly, improve the competitiveness and quality of students' employment. Universities and enterprises jointly build a platform for innovation and entrepreneurship education practice, and realize the deep integration of industry and education while sharing the advantages of resources. Through school-enterprise collaborative training, enterprise culture can be integrated into higher education. It not only pays attention to the cultivation of students' professional skills, but also strengthens the cultivation of students' innovative consciousness, team cooperation and communication ability, critical thinking, etc. Which is conducive to improving students' comprehensive quality and quality level, and enhancing employment competitiveness.

3. Existing Problems on School-Enterprise Cooperation

Through investigation and literature analysis, the problems of cooperative education model for school-enterprise cooperation are summarized as follows:

Firstly, the leading role of the government has not been fully played. Effective operation of economy and all-round development of society are inseparable from the effective intervention of the government. School-enterprise cooperation also needs the strong leadership of the government and the effective support of the national fiscal and tax policies. At present, due to the absence of government functions, school-enterprise cooperation has some problems, such as superficiality, utilitarianism and short-term, which make it difficult to achieve in-depth cooperation. The main manifestations are: There is no special organization, the coordination mechanism is imperfect; There is no systematic and reasonable policy system; There is no unified planning and development goals; And the supporting policies to encourage enterprises to participate in the training of talents in colleges and universities are imperfect.

Secondly, the enthusiasm of enterprises to participate is not high. In the process of school-enterprise cooperation, as an economic person, enterprises will also seek to maximize their own utility and weigh the pros and cons, which is reflected in the comparative analysis of the cost and benefits of participating in school-enterprise cooperation. At present, enterprises are less profitable in participating in school-enterprise cooperation, the main reasons are: The cooperation mechanism is not perfect, enterprises are difficult to obtain scarce talents; The incentive mechanism

is not perfect, the responsibilities and rights of enterprises are not equal, leading to enterprises can not get more benefits from it; The restraint mechanism is not perfect, even if enterprises do not participate in school-enterprise cooperation, they will not be punished by relevant rules and regulations, and it is difficult to avoid the opportunistic tendency of enterprises.

Thirdly, the sense of school-enterprise cooperation is backward. In order to continuously improve the quality of personnel training, universities and enterprises have signed cooperation agreements, but many agreements are signed with high enthusiasm, which is not of practical significance. The school lacks the consciousness of actively serving enterprises, and is not suitable for the needs of enterprises in terms of specialty setting, personnel training and curriculum setting; Teaching reform can not really meet the needs of enterprises, teaching and enterprise practice can not achieve a good fit; The training facilities and teachers are relatively weak, and the ability of serving enterprises needs to be improved. The "double-qualified" teachers are not up to the standard, and there are often conflicts between the dual work of schools and enterprises.

Fourthly, there is a lack of coordination mechanism between universities and enterprises. Synergy refers to concerted efforts and cooperation. By using synergy theory, the elements in the process of cooperation are always in a state of coordination and balance, and the mechanism of self-coordination is established to form an orderly whole and give full play to its maximum function. However, it should be noted that both schools and enterprises are social organizations, and the development of schools and enterprises will ultimately affect social development. School-enterprise cooperation is not a simple relationship of economic interests, but the unity of social interests, national interests and national interests. Due to the lack of a clear understanding of this relationship, the two sides consider more or their respective interests, and generally lack effective synergy.

4. Experiences on School-Enterprise Cooperation in Foreign Countries

With the rapid development of science and technology, the high level of productivity and the acceleration of higher education from the edge of society to the center of society, overseas school-enterprise cooperation has developed rapidly in terms of form, content, level and function. It has become an important measure to utilize resources, complement advantages, share resources and benefit each other. Overseas school-enterprise cooperation and education has accumulated rich experience, which can be summarized as follows:

Firstly, Germany's "dual system" model. "Unity" refers to colleges and universities, whose main function is to impart professional knowledge. Another "Unity" is an enterprise whose main function is to train professional skills. This model has been widely used in Germany and has become a secret weapon for the post-war German economic boom, which has solved the problems that ordinary higher education can not solve. "Dual system" shortens the distance between enterprise employers and school educators. The combination of school education and enterprise production practice has strong pertinence; Enterprises are willing to accept students from colleges and universities to practice with extensive participation; The government intervenes to institutionalize school-enterprise cooperation.

Secondly, the "cooperative education" model in the United States. Combining the theoretical teaching of the school with the practical operation training of the enterprise strengthens the connection between the school and the enterprise organically. Teachers can also get in touch with the latest scientific achievements and machinery and equipment of enterprises in their work posts, so as to promote teachers to improve their knowledge level continuously, adjust the teaching content timely, and adapt to social and economic development. The reason why cooperative education model can last forever is mainly attributed to the concept of Vocational competence-oriented, aiming at improving students' employment competitiveness and taking market demand as the operating platform. Schools carry out talent training according to the needs of enterprises, and the ways of learning and practice change are flexible and diverse.

Thirdly, Britain's "work-study alternation" model. The mode of "work-study alternation" refers to the alternation of classroom learning and production post practice, "learning, practice, re-learning and re-practice", which combines the teaching link of the school with the work position of the

enterprise organically, learning in practice and practicing after learning. The process of "work-study alternation" is from practice to theory, and then from theory to practice. The whole process fully conforms to the scientific principles of epistemology. This pattern is like a piece of meat in two pieces of bread, similar to a sandwich, so it is also called "sandwich" pattern, which can be alternated by school year or month.

Fourthly, Japan's "industry-university cooperation" model. Industry-university cooperation refers to all kinds of behavioral activities that build bridges between universities and enterprises to promote academic research and revitalize industries. After Japan's bubble economy burst, with the strategy of "building a country by science and technology" and "building a country by intellectual property rights", a mode of industry-university cooperation has been established, which is dominated by the government, dominated by universities, research institutions and enterprises, and guaranteed by flexible and effective cooperation mechanism. The government provides a strong policy management system. Universities and enterprises have established an effective guarantee mechanism for industry-university cooperation, and established an open network system for industry-university cooperation initially.

5. Countermeasures on Cooperative Education for School-Enterprise Cooperation under the Background of Innovation and Entrepreneurship

In view of the problems existing in cooperative education for school-enterprise cooperation, drawing on the advanced experience of foreign cooperative education for school-enterprise cooperation and referring to relevant literature, under the background of innovation and entrepreneurship education, the Countermeasures on cooperative education for school-enterprise cooperation are as follows:

Firstly, give full play to the leading role of the government. School-enterprise cooperation involves social cooperation among different subjects. Only through the unified planning, policy guidance and organizational coordination of the government, can a good order of cooperation be established between schools and enterprises. The experience of developed countries can be used for reference. The early school-enterprise cooperation in various countries was government-driven basically. The government plays an important role in German dual system and British sandwich system. Establish a special school-enterprise cooperation management organization and build a school-enterprise cooperation platform as a whole. Combining the regional economic development strategy and industrial layout, combining the characteristics of regional economic development and the needs of industrial restructuring, the unified planning of school-enterprise cooperation is carried out. Supplement and improve existing laws and regulations continuously, and create a good school-enterprise cooperation environment; To implement the qualification system of school-enterprise cooperation in an all-round way and guide enterprises to take an active part in cooperation. Cash in preferential policies and form a benefit-driven mechanism.

Secondly, promote deep-seated docking between schools and enterprises. To mobilize the enthusiasm of school-enterprise cooperation, we must promote deep-seated cooperation. Educational development level is the realistic basis of school-enterprise cooperation. Universities should improve teaching level and scientific research ability constantly, cultivate "trump card specialty", embody authoritativeness in some professional fields, attract enterprises' eyes, and help enterprises improve economic and social benefits. Enterprises should focus on future development and reserve technology and talents for future development. Deep-seated docking between schools and enterprises is a comprehensive way of cooperation, including: Courses and posts are docked, and training programs, teaching standards and syllabuses are formulated by both sides jointly. Professional teachers and enterprise technicians dock, employ enterprise technicians to participate in classroom teaching, and teachers conduct in-depth technical guidance in enterprises; Assessment mechanism docking, students accept the double assessment of schools and enterprises, each assessment focuses on different.

Thirdly, develop "universal" innovation and entrepreneurship education. We should build a multi-level and three-dimensional teaching system of innovation and entrepreneurship, carry out

"universal" innovation and entrepreneurship education, and cultivate students' awareness and spirit of innovation and entrepreneurship. With curriculum as the core and culture as the carrier, we should integrate the awareness, knowledge, ability and quality of innovation and entrepreneurship into the training objectives, set up compulsory courses in innovation and entrepreneurship education, and infiltrate into professional education gradually. Based on school-enterprise collaborative education and deepening the mode of school-enterprise cooperation, the project-based innovative entrepreneurship curriculum textbooks are studied jointly and compiled by university teachers and industry and enterprise experts. We should attach importance to the integration of entrepreneurship culture and education, integrate the concept, system and form of innovative entrepreneurship education into campus culture, organize rich and colorful innovative entrepreneurship cultural activities, and strive to internalize them into a kind of cultural consciousness, gradually form the cultural characteristics of universities themselves, and realize "cultural education".

Fourthly, innovate the operating mechanism of school-enterprise cooperation. Under the environment of market economy, the key to establishing long-term sustainable cooperation between schools and enterprises is to form a good operating mechanism. Firstly, we should establish a dynamic mechanism to promote the common development of schools and enterprises, stimulate the common development goals of the government, schools and enterprises, and form a cooperative motive force. Secondly, we should establish a profit-driven mechanism based on the multi-win perspective to make it a driving force to promote school-enterprise cooperation and a link to maintain school-enterprise cooperation. Thirdly, enterprises recruit high-skilled talents to meet the needs, and schools improve employment rate and visibility. Finally, we should establish a good cultural integration mechanism between schools and enterprises, strengthen the integration of campus culture and corporate culture, promote communication between them, and form a common vision for development.

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