

# **A Study on the Cooperative Education Model of Innovative Entrepreneurship Schools in Colleges and Universities with Incentive Education as the Core**

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**Abstract:** In the process of students receiving higher education, the communication bridge between students' families and schools is home-school co-education. However, in the process of continuous development of science and technology, home-school co-education cannot effectively meet the mechanism and system of home-school co-education in the teaching process. Combining with the needs of the current education and teaching environment and the development trend of the students, we should improve effectively and create a more harmonious and stable cooperative teaching mechanism between home and school.

## **1. Introduction**

In the current process of education and teaching improvement, it is imperative for the transformation of higher education, the relationship between parents and teachers in higher campus education should also be comprehensively deepened, the school and parents form a close connection, based on the form of home-school cooperation to carry out a comprehensive deepening of education and teaching for students. During this period, schools should make clear the importance and necessity of themselves in education and teaching, and guide parents and family members to recognize the key components and status of students' education, give students a good learning environment and education environment, and promote students' all-round growth and development.

## **2. Analysis on the Problems and Reasons of Cooperative Education in Education and Teaching**

### **2.1. Education is Outdated and Schools are not Well-informed**

Under the influence of the traditional educational form and the educational concept, the teaching work carried out by teachers has strong purpose and planning, and can carry out the education and teaching work to the students under the strict organization arrangement, and carry out the education content and the form of its system. However, the parents' view of students' education is only to provide the excellent food and living environment, and the understanding of students' ideological, political and psychological guidance is not very good, which leads to the students' failure to accept the influence and education of parents in the family education. Therefore, it is difficult for students to ensure that their education is complete and full in the process of growth and development [1]. Under the influence of many factors, the cooperative education and teaching form of home and school cannot get good development and construction.

### **2.2. Too Simple to Keep Pace with the Times**

In the process of creating the cooperative teaching environment of home and school, a large number of schools cannot meet the needs of the cooperative teaching of home and school. The cooperative forms used by schools are basically conversation method, model law, edification method, behavior training method and so on. However, based on the current educational and

teaching needs, the above methods are more traditional, and there are certain educational limitations, which cannot play their own role in the comprehensive development needs of students, will also lead students to attach importance to subject learning in the process of learning, despise ideological and political learning, which is not conducive to the overall development and comprehensive development of students. leading to the deviation in the process of students'own learning and growth.

### **2.3. Low level of Family Education and Excessive Reliance on Schools**

According to the current development trend of students and learning needs, most families in the process of home-school co-education think that the family's responsibility to students is to food and clothing, students'learning situation and learning process mainly rely on the promotion and improvement of school education and teaching, parents for students'learning life slack management situation. In the concept of parents'education, students study in schools for a long time, and teachers should undertake a lot of education and teaching work for students, including subject teaching and ideological education. The emergence of this social phenomenon to a great extent hinders the establishment of a cooperative education and teaching environment.

## **3. Thinking on the Cooperative Education between Home and School in Higher Education**

### **3.1. Virtue is the First and Virtue is the First**

First of all, teachers should solve their own cognitive problems from the following two aspects, education as the first cognition to correctly and actively establish. First, for teachers, under the background of quality education, they should be able to correctly recognize the relationship between morality, intelligence, body, beauty and labor, clarify the role of these five kinds of education on basic teaching, and then effectively avoid the emergence of intellectual substitute for morality and wisdom on the basis of home-school collaborative education. Third, teachers should be positive and good at finding the intersection of students'morality and intelligence, so as to arouse parents'excitement. In order to ensure the rich content of the cooperative education of home and school, the teachers can give students a good and stable development and education space on the basis of both moral and intellectual development, and then lay a good educational environment for the students and provide a guarantee for the effective development of the cooperative education between home and school. [2].

For example: in the past, in the process of cooperative education between home and school, the head teacher often pays too much attention to the students'achievements, and praises the students who have good academic performance and fast progress. To this end, in order to achieve the moral and intellectual development, the head teacher should make a positive improvement in this oral single praise, the head teacher can guide the students to explain the story behind their own good learning and rapid progress, and then through the students'explanation, the class teacher and parents can talk about the quality of these students, effectively connect the students'education and intellectual education, ensure the effective change of parents'cognition, help them to understand the good results and good intentions, good character has the mutual promotion function, strengthen the parents to carry on the family education to the student. as shown in figure 1 for the live photo of the college parents meeting.



Figure 1 Student Parents'Meeting Live

### 3.2. Democracy and Equality, Confidence-Building

In order to ensure the good development of dialogue and effective communication between parents and schools, equality is an important prerequisite, based on the equality of both sides, can guarantee the good realization of the effective flow of information, and establish the trust between the two sides clearly. Based on this, in order to ensure that the cooperative education of home and school play a full role in the fulcrum of students'home and school education, the head teacher should make active and continuous efforts in the construction of democratic equality and home-school relationship. If the head teacher can reflect the equal relationship from the time of the co-education of home and school, in the past, the time of the co-education of home and school is often determined by the school, for this way, although it is convenient for the school security work, it cannot guarantee the convenience of the parents, and the absence of some parents occurs from time to time. Therefore, the school should optimize the time choice of home-school cooperative education to ensure the full realization of parents' independent choice.

For example, schools should make statistics on the free time of parents within about one month prior to the preparation of cooperative home-school education, and on this basis provide some of the available time to parents, and on the basis of the questionnaire, arrange the maximum number of parents in a certain period of time, and then make clear the meeting time of school-school cooperative education. For some parents who cannot spare time to participate in the cooperative education of home and school, the head teacher and the school should consider making up the cooperative education of home and school in their free time to ensure that each parent can participate in the process of understanding the students'comprehensive situation through the corresponding channels, which embodies the democratic equality between the school and the family, and optimizes the relationship between the school and the teacher and the head teacher and the parents. as shown in figure 2 for the invitation letter for the parents meeting.



Figure 2 Invitation to Parents' Meeting

### 3.3. Focus on Individuals and Promote Innovation

In order to ensure the full play of the role of home-school cooperative education to the fulcrum of student education, the head teacher should make the preparatory work well before carrying out the home-school cooperative education, innovate the mode of home-school cooperative education, and pay attention to the individual students. In the preparatory stage of cooperative education between home and school, teachers should analyze the daily performance of individual students, implement the summary of class education on the individual students, and ensure that parents have a clear and cognitive relationship between class education and students'behavior quality. On the basis of their own careful observation and good discovery, fully and comprehensively understand the bright spots and shortcomings of different students, and on this basis will be classified treatment methods, and at the same time, in the course of studying the improvement strategies of each classification, the head teacher should also consider these strategies in the way of home-school collaborative education, so as to promote innovation [3].

For example, the class teacher can make a list of class stars according to the actual situation of the students, which can contain different types, such as "helping others ", " hard work ", " loving the collective" and so on. And through this activity, the head teacher can carry out the education on the basis of the star representatives of different types of classes, so that each student can tell their own ideas and so on, and ensure that the students can absorb the education knowledge autonomously. figure 3 for the college student recognition congress.



Figure 3 University student recognition congress

#### 4. Conclusion

All in all, in order to ensure the full play of the role of home-school co-education to the rational fulcrum of moral education of students, schools should attach importance to the importance of home-school co-education, and on the basis of fully cognition and understanding of the role of home-school co-education fulcrum, optimize and improve from their own aspects, through taking morality as the first, moral and intellectual development simultaneously; democratic equality, build trust; pay attention to the individual, promote innovation and other home-school co-education on the basis of optimizing ways to create favorable conditions for the full play of home-school co-education, to achieve effective education for students.

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