

Deep School-Enterprise Cooperation Construction-Taking Russian Talent Cultivation as an Example

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Abstract: At present, the mismatch between the talent output of colleges and universities and the demand for social talents has become a difficult problem in the teaching of Russian professional education. In recent years, with the deepening of reform and opening up, the school-enterprise cooperation model has emerged from many school-running models and has begun to attract the attention of college educators. Under the school-enterprise cooperation model, the rich social resources and practical environment and the influx of more funds can solve this problem, which has attracted the attention of many Russian education experts.

1. Introduction

The school-enterprise cooperation model was first developed and improved in the West. Western developed countries have introduced corporate resources to universities in response to increasingly high industry requirements. On the one hand, colleges and universities have absorbed more social capital and improved the level of teaching and research; on the other hand, enterprises can provide a training environment for colleges and universities and enhance students' hands-on practical ability. Based on the above advantages, the training of Russian talents in China has also begun to try this talent-training model of school-enterprise cooperation^[1].

2. School-enterprise cooperation model

2.1 The development of the school-enterprise cooperation model

School-enterprise cooperation in running schools is an effective way to cultivate professional talents for the society. In the practice of economic development in Western developed countries for hundreds of years, the school-enterprise cooperation model has been tested by time and society. According to different national conditions, different countries have also developed a set of school-enterprise cooperation mode. For example, Germany's "dual system", in which one Yuan refers to the study of theoretical knowledge in schools; the other element is to allow students to enter factories or enterprises to conduct professional-related internships. The following three issues are urgently needed to be resolved:

- What--what is the deep cooperation between the school and the enterprise?
- Why--why should we implement deep cooperation between schools and enterprises?
- How-- how to implement deep cooperation between schools and enterprises?

Cooperative education in the United States allows students to practice more in the four-year university life; the Japanese "industry-study combination" model fully utilizes the university's research capabilities, and the off-campus companies provide financial support to the university. Universities have a better research environment, and universities can also provide some research support for off-campus companies. On the basis of learning the advanced educational concepts of other countries, China has gradually formed a variety of school-running models. Students have more opportunities to contact the society, no longer only stay in the study of theoretical knowledge, school-enterprise cooperation makes the university Exported more professional counterparts for the society [2].

2.2 Characteristics of school-enterprise cooperation mode

The school-enterprise cooperative education model has many characteristics that are not available in traditional education methods.

First, education costs are lower. Different from the extensive education mode of traditional education, the school-enterprise cooperation school makes the school's education more targeted. The school can formulate the corresponding teaching progress according to the needs of the enterprise and the direction of employment, saving a lot of education costs for the school and society.

Second, student employment pressure is reduced. Under the school-enterprise cooperation mode, the school's educational content takes into account the characteristics of employment in enterprises and society. Students can learn from this model the knowledge that is helpful for their employment and increase the chances of employment^[3].

Third, cooperation in running schools promotes multi-win. At the current stage of traditional education mode, it is difficult for schools to make teaching reforms that are closely related to employment. However, enterprises cannot find students with high professional quality in the recruitment process. At the same time, students have many and complicated courses in school, which is not conducive to Improve your professionalism. The school-enterprise cooperation model has just made up for the above deficiencies and promoted a win-win situation for schools, enterprises and students.

3. Advantages and Construction of the Cooperation Mode of Russian Talents School-Enterprise Cooperation

3.1 Advantages of the Russian language school-enterprise cooperation training model

The university generally adopts a four-year system. At the current school-enterprise cooperative education model, a new type of “2+1+1” education system has emerged. The university is divided into four years, and the first two years of professional study at the school. Later, he was sent to Russia and related companies to study for one year^[4].

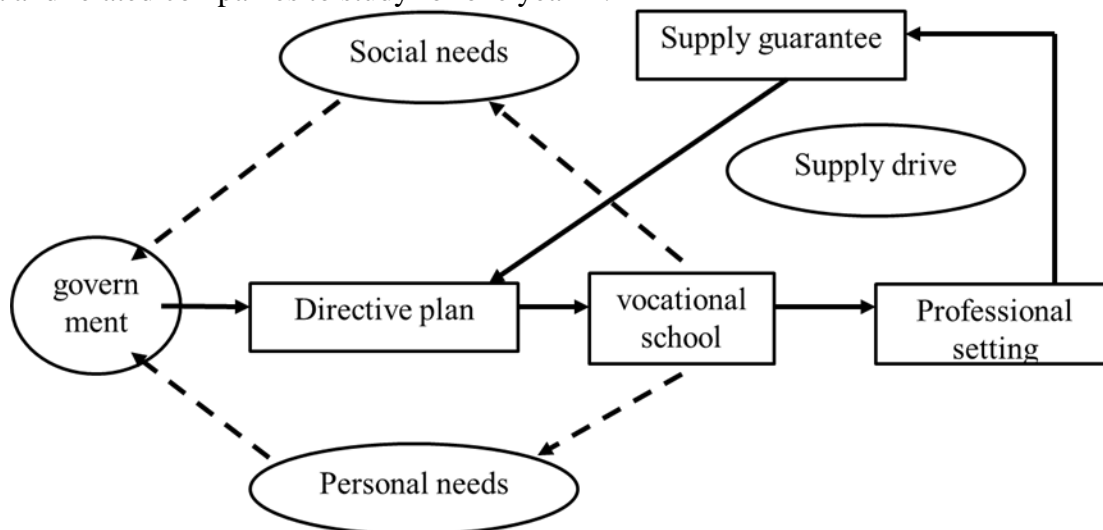


Figure 1 Professionally developed supply-driven model

The supply-driven model of professional development as shown in Figure 1 above is conducive to improving the comprehensive quality of Russian talents. In the 2+1+1 mode, students can first learn professional grammar and pronunciation knowledge, and can develop their oral ability in the Russian environment and better understand the characteristics of Russian, and then enter the relevant companies to learn. Through the cultivation of grammar, speaking and professional application, the students cultivated under the school-enterprise cooperation mode have greatly improved their overall quality compared with the traditional education methods.

Under the school-enterprise cooperation mode, Russian education can make full use of educational resources at home and abroad to provide students with a good language environment, so that Russian students can get some information about the Russian industry. On the other hand, the involvement of enterprises will alleviate the embarrassing situation of the current task of Russian professional teachers and promote the construction of the school's teaching staff.

3.2 Construction of the cooperation model of Russian talents school-enterprise cooperation

3.2.1 Establish a talent training model that combines industry and education.

First, let students learn professional theoretical knowledge and conduct professional ability tests. For those students with excellent test scores, they will be sent to foreign partner institutions for further study to further improve their professional ability.

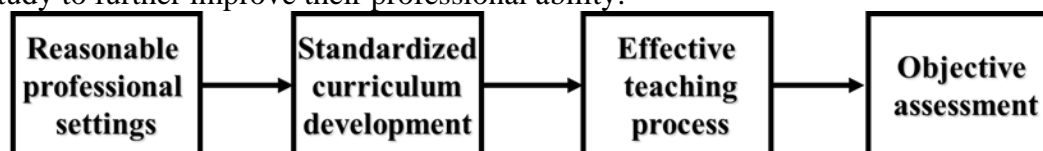


Figure 2 Four elements of the school-enterprise deep cooperation professional construction

As shown in Figure 2 above, after the future employment direction of Russian majors, relevant courses are formulated. For example, schools can offer courses such as tourism Russian, Russian service, hotel Russian, etc., which are closely related to the employment direction, and cultivate students' practical ability. Invite industry experts related to the Russian major to enter the school to give lectures, let students enter the enterprise internship during the winter and summer vacations or set a special time, cooperate with the enterprise to develop a performance evaluation plan, and evaluate the students' professional ability and comprehensive quality^[5].

3.2.2 Establish a training base inside and outside the school.

Under the traditional teaching mode, the internship process often does not give students the opportunity to really contact the industry, and there is no expert in the industry to teach, students cannot get anything of value. Under the cooperation of schools and enterprises, the construction of the training base was completed under the guidance of the enterprise. The company sends experts to guide the students, and develops training plans according to the latest situation of the industry to determine the training content and courses. The experts and professors of the university give constructive opinions on the improvement of theoretical knowledge, and the school can formulate a series of training performance evaluation mechanism as a certificate for future employment.

3.2.3 The construction and improvement of the curriculum system.

In the traditional education curriculum, more courses in the Russian-related industries will be added to increase or decrease the subject's future needs. Some public basic courses will be reduced appropriately, and more professional-related development courses will be added.

4. Innovative ideas on Russian talent training mode under the school-enterprise cooperation mode

4.1 Determine the training objectives

In the training of Russian talents, we must adhere to the main goal of improving the overall quality of students. What is lacking in the society is the application of Russian talents. Therefore, the improvement of simple language ability cannot meet the requirements of the current professional students of Russian majors. Some colleges and universities are trying a teaching model that combines Russian learning with English learning and economic and trade courses. Practice has proved that students of Russian majors trained in this model can adapt well to the changes of the times and industry needs.

4.2 Reforming teaching content

According to the new talent training goal, the Russian professional courses are roughly divided into two categories: professional knowledge improvement and industry professional skills improvement. The former focuses on the improvement of students' professional knowledge and theoretical level in Russian majors, and trains students' grammar, pronunciation and speaking skills. The latter will focus on improving Russian majors. Apply Russian and improve students' use of Russian to address employment needs in other industries. When formulating this part of the syllabus, colleges and universities need to pay attention to the hot issues in the society, improve the students' comprehensive ability, and complete the seamless connection between the talent output of colleges and the talent demand of enterprises.

4.3 Change the teaching method

In the course of the class, the teacher pays attention to the combination of theory and practice, and integrates the Russian application examples into Russian teaching, so that students can more intuitively understand how the knowledge they have learned should be used in the future employment process. Russian teaching can also take advantage of the school-enterprise cooperation in running schools, bring the classroom into the enterprise, conduct regular training courses, and take the students' training results as an important part of the final score assessment, or hire the backbone personnel of the enterprise to regularly The school offers lectures to convey hotspot information in the Russian industry to students and accelerate the learning process.

5. Conclusions

China's current Russian teaching is still in the exploratory stage, and there are many shortcomings in terms of training methods, educational methods and contents. The school-enterprise cooperation model provides a very feasible reform path for Russian teaching and the training of Russian talents. College Russian majors need to pay attention to the improvement of students' comprehensive ability and add more practical elements in the teaching process. On the one hand, colleges and universities need to keep an eye on the latest information in the Russian industry and make selective adjustments to their curriculum content. On the other hand, schools should make full use of the advantages of school-enterprise cooperation, and set up more training sessions in the normal Russian teaching process, so that students can get to know the relevant content of the Russian industry earlier. Only in this way can a new breakthrough in the training of Russian talents in the new era.

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