

A Brief Analysis of College-Enterprise Cooperation Model in Higher Vocational Colleges Based on New Media

Zhu Xu

Liaoning Jianzhu Vocational College, Liaoyang, Liaoning, China

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Abstract: In recent years, China has paid more and more attention to vocational education, increasing investment in Vocational education, strengthening the construction of Higher Vocational colleges, and expanding the enrollment scale of Higher Vocational colleges. Under such historical background, the school-enterprise cooperation mode has been favored by more and more higher vocational colleges and enterprises, and has gradually become a more vigorous school-running mode of Higher Vocational education. Based on the analysis of the main problems existing in the current school-enterprise cooperation between higher vocational colleges, the author expounds the viewpoint on the innovation of the school-enterprise cooperation mode of higher vocational colleges based on new media.

1. Introduction

The original intention of school-enterprise cooperation is to realize the organic combination of book knowledge and practice, and to achieve the complementarity and sharing of technology and equipment and resources between schools and enterprises. Practice has proved that school-enterprise cooperation plays a great role in promoting the development of Higher Vocational colleges, the quality and pertinence of personnel training.

2. College-Enterprise Cooperation Model in Higher Vocational Colleges

According to the different levels, the current school-enterprise cooperation modes in higher vocational colleges can be divided into three categories, namely, shallow cooperation mode, middle cooperation mode and deep cooperation mode.

2.1 Shallow Cooperation Model

Higher vocational colleges determine the professional direction according to the needs of enterprises, and build practice bases in enterprises. The student's internship is carried out under the framework of the agreement signed by the school and the enterprise, and under the specific guidance of the internship steering committee, and finally forms the "production-study cooperation body".

2.2 Middle cooperation mode

The school provides training, consulting and other services to enterprises, set up a board of directors, and establish a horizontal consortium to achieve diversification of investment entities. Extensively attract domestic and foreign experts, scholars and well-known enterprises to participate, and let them support the development of the institution as a director. Establish a professional steering committee, set up a professional according to the requirements of the enterprise, formulate a professional teaching plan, and carry out targeted training of talents.

2.3 Deep cooperation mode

Enterprises and colleges are deeply integrated, you have me, I have you. The colleges set the direction of economic research and the direction of scientific research and public relations based on enterprise development, and apply the research results to materialized products, process technology

and business decision-making, and promote the steady improvement of overall benefits. At the same time, the investment of enterprises in Colleges and universities is no longer passive, and the benefit-sharing relationship between colleges and enterprises can be realized, thus establishing a real school-enterprise cooperation mode integrating teaching, scientific research and development.

3. Analysis on the Main Problems and Reasons of School-enterprise Cooperation in Higher Vocational Colleges

3.1 Willingness of Higher Vocational Colleges

At present, the school-enterprise cooperation in higher vocational colleges is characterized by the phenomenon of hot shaving, cold enterprises and hot colleges. The direction of school-enterprise cooperation is mostly from college to enterprise. Often the school shows great enthusiasm, and the real initiative to express the intention of cooperation to the school is rare. Even if there is, the motive is not pure, and most of them want to borrow chicken to lay eggs. For example, in order to increase the popularity, some enterprises have set up various customized classes with corporate titles in the name of school-enterprise cooperation to seek private benefits, and rarely consider problems from the perspective of the current interests and long-term development of the institutions.

The representatives of higher vocational colleges are educational organizations that aim at educating people and pursue social benefits. The representative of the enterprise is an economic organization that aims at maximizing profits and pursues economic benefits. At present, the strength of higher vocational colleges needs to be strengthened, due to shortage of teachers and teaching equipment. In addition, the quality of personnel training is not high. It is difficult to create satisfactory value for enterprises, and it is not enough to persuade enterprises to accept their students for training and practice.

As the main body of the market, enterprises can gain more economic benefits because they are the only way to base themselves on the market. Therefore, in order to get more profits in a short time, they will choose the latter without hesitation between students and skilled workers in Higher Vocational colleges. Because they do not have the obligation to train high-skilled applied talents for the society, they can not find the position of students in Higher Vocational Colleges in their enterprise value chain. Of course, enterprises will have short-term demand for school-enterprise cooperation because of the increase in orders or the short-term loss of employees due to holidays. However, such demand can often be solved by recruiting summer workers or internships, and lacks the motivation to carry out school-enterprise cooperation for a long time. Because school-enterprise cooperation also requires a certain amount of economic input, some SMEs are stretched out in terms of funds, so that they can not cooperate with higher vocational colleges.

3.2 Low level of cooperation, low cooperation mode

At present, the cooperation between Higher Vocational Colleges and enterprises is still hovering at the middle and low levels, and the effective mode of school-enterprise cooperation is far from being formed. Therefore, school-enterprise cooperation has not yet been driven by domestic demand from enterprises and colleges. The Outline of National Medium and Long Term Talents Development Plan (2010-2020) points out that "we should improve the training and training system of high-skilled talents, which is based on enterprises as the main body and vocational colleges, closely linked with school education and enterprise training, and combined with government promotion and social support". This undoubtedly pointed out the direction for the school-enterprise cooperation of higher vocational colleges, and also expressed the determination of the national level to establish an effective school-enterprise cooperation model.

At present, the main promoters of school-enterprise cooperation are the education sector and schools, which rely mainly on personal connections and personal feelings. This is bound to the short-term, inefficient and non-standard nature of school-enterprise cooperation. School-enterprise cooperation still has a long way to go to become a voluntary, unified, holistic and coordinated

action. In addition, the lack of effective communication platform and mode between universities and enterprises, as well as the shackles of investment policy and operation management mechanism of Higher Vocational colleges, will put the interests of enterprises in an unsafe situation, which is the fundamental reason why enterprises can not cooperate with higher vocational colleges.

3.3 Low Sustainability of Successive Weakness

In most higher vocational colleges, the relationship between the long-term development of colleges and the cooperation of enterprises can not be seen logically. The lack of advanced thinking and long-term planning makes the decision-makers of Higher Vocational Colleges show short-sighted behavior in school-enterprise cooperation. Under the guidance of the idea of quick success and close proximity, the prospect of school-enterprise cooperation is naturally lack of stamina and unsustainable. Therefore, there is a phenomenon of "two emotions" in school-enterprise cooperation: on the one hand, enterprises are afraid that accepting students'internship in higher vocational colleges may have an impact on normal production, causing losses to the efficiency of enterprises, and failing to achieve the goal of enterprise profits. On the other hand, higher vocational colleges pin their expectations on the company, and hope to obtain more equipment and financial support in the school-enterprise cooperation, thereby improving the quality of the school's education and fulfilling the school's educational goals. At the same time, the school also hopes that its students will be more accepted by the company. This will not only solve the problem of combining teaching and practice, but also greatly improve the employment rate of graduates. Be aware that the employment rate is the lifeline of higher vocational colleges. With a higher employment rate, the school will have more and better students, get more financial support, and then develop and grow.

3.4 Cooperative Enterprises Emphasize the Lack of System of "Famous" Cooperative Management

The survey shows that most of the enterprises with the need to absorb interns and graduates from higher vocational colleges are small and medium-sized enterprises in China. While most higher vocational colleges are looking for partners, they tend to be close-minded and far-sighted: foreign countries are preferred, then domestic ones. Seek fame from facts: First choose well-known enterprises, then unknown enterprises. Small and big: the big business is the first choice, then the small and medium business. This kind of high and far-reaching practice is actually a serious disconnect from reality.

4. Innovation of School-enterprise Cooperation Mode in Higher Vocational Colleges Based on New Media

4.1 New media brief

New media is a new concept that comes with information technology and networks. Due to the new, there is still no unified definition. Some people say that the new media is "the spread of everyone to everyone." Some people say that the new media is based on digital information technology, innovative and interactive media. The definition of UNESCO (UNESCO) is based on digital technology and the information media contained in digital networks. The author tends to define as follows: new media is a media form different from traditional media, which relies on mobile technology, network technology and digital technology. With the help of network channels (such as wireless communication network, internet, wired communication network, etc.) and digital terminals (such as digital television, smart phones, personal computers, etc.), entertainment and information are provided to users'media and new forms of communication.

New media not only has the characteristics of instantaneity, interaction, sharing and rationality, but also has the characteristics of hypertext, multimedia, community and personalization. New media has become a new thing that all walks of life can't avoid and must face.

4.2 Innovation of School-enterprise Cooperation Mode in Higher Vocational Colleges Based on New Media

New media and the use of new media have become the common needs of higher vocational colleges and enterprises. On the one hand, the rapid increase in the demand for comprehensive new media talents in the society has forced higher vocational colleges to carry out existing professional reforms, add new media-related majors, and cultivate more and better new media talents. . To do this, you need to increase your investment, and you need a corresponding training and internship. On the other hand, the development of enterprises has been inseparable from the new media, the promotion of new products, corporate image publicity, emergency management are inseparable from the new media technology and new media talent. However, the enterprises themselves lack the ability to train excellent new media talents. The direct introduction of talents in this field will inevitably increase the cost of enterprises and bring tremendous pressure to development. Therefore, higher vocational colleges and enterprises are firmly tied together by the "rope" of multimedia. Based on this, the author puts forward the following innovative suggestions for the cooperation between colleges and enterprises in Higher Vocational Colleges Based on new media.

4.3 Government Help to Stimulate Enterprise Enthusiasm

Local governments at all levels provide reasonable special funds for school-enterprise cooperation and development on the basis of training costs and student size. It also refines the source, scope of application and application conditions of special funds, ensures the rationality of the use of special funds and the scientific and operability of management, and realizes the standardization of school-enterprise cooperation project declaration.

At the same time, the government has set up a multi-sectoral participation (including the financial department, the education department, the science and technology department, and the agricultural sector) to form the "Vocational Education Development Association." The Association coordinates and coordinates the following work of school-enterprise cooperation within its jurisdiction: funding guarantee, overall planning, resource allocation and supervision guarantee. The establishment of Vocational Education Development Association will solve the problem of the lack of management organization existing in the cooperation between colleges and enterprises in Higher Vocational colleges.

4.4 Joint Design Enhances the Practicality of Courses

Different enterprises have different demands for new media talents: for media enterprises, the focus is on the production and editing of new media programs. For production enterprises, the main focus is on the network promotion of new products. For small and medium-sized enterprises, the emphasis is on enterprise publicity, in order to expand the impact of enterprises and expand product sales. Therefore, the enterprise should be a participant in the curriculum design, and be given a certain voice, so that the curriculum of new media related specialties in higher vocational colleges can be as much as possible consistent with the enterprise. In this way, we can meet the needs of the new media talents of the cooperative enterprises to the maximum extent, and the enterprises can better achieve the production goals and create more profits. Only when the company tastes the sweetness, can it be fully devoted to the school-enterprise cooperation.

Of course, in the setting of professional and course content, it is not only the enterprise is the slave, otherwise it will lead to the short-term training of talents, which is not conducive to the long-term development of the profession and colleges. Specifically, it is necessary to adhere to the following principles: set the profession according to the needs of the enterprise, and formulate the training objectives in combination with the standards of the employer. Enterprises should fully realize that cooperation and cooperation between schools and enterprises is not only a manifestation of social responsibility, but also conducive to the long-term development of enterprises. Because today's interns are likely to be tomorrow's technical backbone, management experts, and leaders of new media. As a student, we should fully realize the value of new media, earnestly study theoretical knowledge and accumulate practical experience, and establish the concept of "employment before

career selection". No matter what position you are in, you should do your best to fulfill your duty, complete your study and practice tasks, and enhance your confidence. In the end, you will surely enjoy the happiness of success.

4.5 Innovative Approaches to Cultivate Talents with New Media

Enterprises as representatives of economic organizations will naturally consider the cost of cooperation, while higher vocational colleges as educational organizations should consider not only the teaching effect, but also the cost of education. Therefore, cost is the focus of common concern of both schools and enterprises.

The new media itself is a good platform and means of teaching and cooperation. It can break the boundaries between time and space, make school-enterprise cooperation more convenient and effective, and at the same time greatly reduce the cost of cooperation. In the school-enterprise cooperation, whether it is the exchange between the enterprise and the school, or the work of the expert group and the council, it can be carried out through digital terminals. In this way, on the one hand, the work efficiency is improved, and on the other hand, the work cost is greatly reduced. Students who practice internships in the enterprise can exchange their own problems in practice with the mentor through digital terminals, and can also listen to the classroom teaching of teachers through digital terminals, saving both enterprises and schools. At the same time, they can also transfer their internship experience and internship experience to the students in school in the form of electronic articles, so that they can get inspiration from it, and then in the future practice and training to avoid detours, improve the efficiency of internship and training. In addition, higher vocational colleges can make micro-classes of new media education for employees of enterprises. Employees of enterprises can use fragmented time (such as buses, toilets, bedtime) to learn. It is undoubtedly beneficial and harmless for the long-term development of enterprises to train localized talents and greatly reduce the cost of training.

5. Conclusion

The history of school-enterprise cooperation in Higher Vocational Colleges in China is relatively short. Despite the remarkable achievements, we should clearly see that there are still many problems in this kind of school-enterprise cooperation, which seriously hinders the development and reform of school-enterprise cooperation mode. The emergence of new media has made higher vocational colleges and enterprises entangled in common interests. The cooperation between schools and enterprises in higher vocational colleges requires the joint efforts of the government, enterprises and higher vocational colleges, the joint participation of all functional departments, and the strong support of students and the community.

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