

# *The graspatation of the demand law of school-enterprise cooperation and the improvement of the adaptability of higher vocational education*

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**Keywords:** School-enterprise cooperation; Law of demand; Higher vocational education; Adaptability

**Abstract:** As an important way of talent training, higher vocational education should form a close cooperative relationship with enterprises. It is of great significance to grasp the law of school-enterprise cooperation demand and improve the adaptability of higher vocational education for cultivating high-quality skilled talents and promoting regional economic development. Starting from the multi-party needs of school-enterprise cooperation, this paper analyzes the demand law of school-enterprise cooperation, discusses the effective ways to improve the adaptability of higher vocational education, and provides reference for promoting school-enterprise cooperation and promoting the sustainable development of higher vocational education.

## **1. Introduction**

With the rapid development of economy and society, the social demand for high-quality skilled talents is increasing day by day. School-enterprise cooperation is an inevitable choice for the development of higher vocational education, and also an important way to improve the quality of talent training. However, there are still some problems and weak links in university-enterprise cooperation, which affect the adaptability of higher vocational education. Therefore, it is of great significance to grasp the law of school-enterprise cooperation demand and deepen and innovate the school-enterprise cooperation mechanism for cultivating high-quality skilled talents and promoting regional economic development.

## **2. Multiple needs of school-enterprise cooperation**

### **2.1 Demand of higher vocational colleges**

Higher vocational colleges are an important base for cultivating high-quality skilled talents, and their core task is to provide qualified skilled talents for the society. Therefore, higher vocational colleges need to carry out close cooperation with enterprises to improve the pertinacity and adaptability of talent training. The main needs of higher vocational colleges include the following aspects: First, higher vocational colleges need enterprises to provide real working environment and job practice opportunities. Higher vocational education emphasizes the combination of theory and

practice. After learning theoretical knowledge in school, students need to practice in enterprises and transform the knowledge they have learned into practical work skills. Enterprises can provide students with valuable practice and training bases for students, so that students can fully understand the professional environment and cultivate professional quality. Secondly, higher vocational colleges need enterprises to participate in the whole process of talent training. Higher vocational colleges expect enterprises to deeply participate in professional construction, curriculum development, teaching implementation and other links, provide students with front-line job cognition, and jointly cultivate students' practical ability. In addition, higher vocational colleges also need enterprises to provide teacher support. Higher vocational education pays attention to the construction of double-qualified teachers. Enterprises can send front-line engineers and technicians as part-time teachers to teach advanced technology and experience to students and improve the teachers.

## **2.2 Requirements of enterprises**

Enterprises are the main body of providing social employment positions, and they have an urgent demand for high-quality skilled talents. Close cooperation with higher vocational colleges can provide a talent pool for enterprises to meet their needs. The needs of the enterprise is the need to master practical skills of applied talents, enterprise higher professional skills, expect new employees to adapt to the demand as soon as possible and play a role, higher vocational education pay attention to the integration of reality, cooperation helps higher vocational colleges to cultivate compound talents that meet the needs of enterprises. Secondly, enterprises need to update the professional knowledge and skills of employees. Cooperation is conducive to enterprises to acquire new theories and technologies of universities, and timely transfer advanced ideas and technologies to in-service employees through school-enterprise cooperation channels, so as to realize the continuous optimization of the enterprise talent team. Third, enterprises need to improve the timeliness and pertinacity of employment. Through school-enterprise cooperation, enterprises can timely understand the situation of students, select qualified talents, shorten the recruitment cycle, and improve the accuracy of employment. Fourth, enterprises also need to reduce the cost of recruitment and training. Cooperation is conducive to higher vocational colleges to develop specialized courses according to the requirements of enterprises, cultivate students' practical skills, so that new employees can get started quickly, and reduce the cost of follow-up trainings of enterprises.

## **3. Analysis of the law of school-enterprise cooperation requirements**

### **3.1 Consistent mutual needs and interests**

The essence of school-enterprise cooperation is the partnership established between higher vocational colleges and enterprises on the basis of mutual needs and the consistency of interests. In the process of cooperation, the two sides complement their needs and share their interests, forming a benign interaction. Higher vocational colleges need enterprises to provide practical platform and teacher support, while enterprises need higher vocational colleges to cultivate applied talents who meet their employment standards. This mutual fit of talent needs and practical needs makes the two sides establish a close cooperation bond. At the same time, school-enterprise cooperation in higher vocational colleges is conducive to improving the quality of talent training and enhancing social service ability, so as to win good social reputation and development opportunities, while enterprises can obtain the required skilled talents from cooperation, reduce labor costs, improve business performance and enhance market competitiveness. Thus, both sides can obtain their own resources and benefits in the cooperation to achieve mutual benefit and win-win results. Higher vocational

colleges and enterprises also have a high degree of compatible values. They both emphasize the employment orientation, the cultivation of practical ability and the integration of industry and education, which reflects the common demand for strengthening school-enterprise cooperation. It is based on the high consistency of these needs and interests that both universities and enterprises can form a stable long-term cooperative relationship under the common vision of talent training<sup>[1]</sup>.

### **3.2 Diversified content and forms of cooperation**

With the deepening of university-enterprise cooperation, cooperation content and form increasingly rich and diversified, university-enterprise cooperation content is no longer limited to simple practice, such as a single link, but covers the whole process of talent training, through professional construction, curriculum development, teaching implementation, technology research and development, staff training, employment services and other aspects. In terms of specialty construction, enterprises can participate in the demonstration of specialty setting and the formulation of talent training programs to ensure that the specialty setting meets the development needs of the industry. In terms of curriculum development, front-line engineers of enterprises can serve as course construction instructors and develop practical training courses close to the actual production. In terms of teaching implementation, enterprises can send part-time teachers to deeply participate in teaching, improve the practical ability of the teachers, accept students to visit and practice in the enterprise site, so that students can feel the professional environment in advance. Enterprises can also provide real work projects for students to carry out practical training and on-the-job internship. In terms of technology research and development, universities and enterprises can set up industry-university-research bases to carry out joint key problems and promote the transformation of achievements. Enterprises can entrust universities to undertake relevant technology development, or invite university teachers to enter enterprises for technical guidance and training. Enterprises can also cooperate with colleges and universities in employee training and employment services. Colleges and universities can set up targeted training courses for employees according to the needs of enterprises to provide re-education for enterprise employees. At the same time, they can also provide talent information and recommendation services for enterprises to promote the smooth employment of graduates.

## **4. Improve the adaptability of higher vocational education**

### **4.1 Optimize the major setting and curriculum system**

Optimizing the professional setting and curriculum system is the key measure to improve the adaptability of higher vocational education. Higher vocational colleges need to closely follow the actual development of regional economy, timely adjust the layout of majors, closely meet the needs of industrial transformation and upgrading, and open majors suitable to the regional leading industries. At the same time, higher vocational colleges should actively attract enterprises to participate in the construction of majors, and hire front-line engineering and technical personnel as members of the professional steering committee to jointly formulate talent training plans, so as to ensure that the professional setting and talent training objectives meet the actual needs of the industry. In terms of curriculum system construction, higher vocational colleges to strengthen the depth of both sides, on the one hand, to listen to opinions and Suggestions, hire enterprise technical experts, skilled craftsman to participate in curriculum development, and the enterprise production scenario, work process, technical standards, such as content organic into the course, make the knowledge more ground, on the other hand to invite enterprises a line backbone as part-time teachers, for students teaching field skills, increase the practice teaching link, improve the students'

practical ability. At the same time, higher vocational colleges should update the teaching content in time in combination with the new development trend of the industry development, and introduce new technology, new technology and other contents to keep the teaching always synchronized with the industrial development. In addition, both universities and enterprises also need to strengthen the joint construction and sharing of curriculum resources. Enterprises can provide production and practical training bases, and university teachers can lead students to carry out teaching activities in enterprises. Colleges and universities can also open some resources of high-quality online courses and virtual simulation training rooms to employees to realize resource exchange and improve the efficiency of resource utilization. Only by optimizing the specialty setting and curriculum system can higher vocational education truly and accurately connect with the needs of the industry, and cultivate high-quality skilled talents with strong practical ability and sustainable development ability.

## **4.2 Implement the school-enterprise collaborative education mode**

To implement the mode of school-enterprise collaborative education, higher vocational colleges should pay attention to the advantages of both sides in teachers, site equipment and other resources, cooperate and implement education, and participate in the whole process of student training. When formulating the professional setting and the talent training plan, both the university and the enterprise can participate in formulating the training objectives and curriculum standards that fully meet the actual needs of the industry. In the teaching stage of professional courses, we can adopt the education mode of school-enterprise double teachers and inside and outside the school. Students receive theoretical teaching in the school and the front-line staff in the enterprise practice base, and the requirements of combining theory with practice and applying what they have learned are fully implemented. In addition, in the internship stage of students, university teachers can go to the front line of enterprises to serve as internship instructors, and the front-line engineers of enterprises can also return to school to teach, forming a new mode of collaborative guidance and management between the university and enterprises. During the internship, students can also participate in the operation of the real projects of the enterprise, directly participate in the production activities of the enterprise, and master the work process and specific operations. After the end of the internship, students can choose whether to continue their study or employment according to their performance and willingness. If they stay in the enterprise, the enterprise will arrange positions and salary treatment, and directly become formal employees of the enterprise. Through the collaborative education model completely broke the situation of separation from enterprises, this model effectively overcome the disadvantages of school teaching and enterprise of choose and employ persons, students in the whole training process are all in the real workplace environment, theoretical knowledge, practical skills, graduates' professional skills and adaptability is greatly improved<sup>[2]</sup>.

## **5. Effective measures to deepen school-enterprise cooperation**

### **5.1 Guidance and support from the government**

The government plays an important role in guiding and supporting deepening school-enterprise cooperation and improving the adaptability of higher vocational education. On the one hand, the government needs to introduce relevant policies and measures to create a good development environment, formulate guidelines for school-enterprise cooperation, clarify the objectives and priorities of cooperation, improve relevant laws and regulations to protect the legitimate rights and interests of both schools and enterprises; formulate preferential policies and measures from fiscal, tax, land and credit aspects to provide strong support for school-enterprise cooperation., On the

other hand, the government also need to increase capital investment, set up special funds for cooperation of major projects and base construction, to participate in enterprise cooperation between enterprises to provide appropriate subsidies to arouse their enthusiasm, support higher vocational colleges to improve educational conditions, strengthen training base, internship practice teaching facilities, create good hardware conditions for university-enterprise cooperation. Government should also play a role of overall coordination, promote the long-term mechanism of university-enterprise cooperation, on the one hand, can build university-enterprise cooperation and communication platform, regular university-enterprise cooperation symposium, seminars and other activities, promote the supply and demand docking, on the other hand to summarize the typical experience and mode of university-enterprise cooperation, guide to promote deepening cooperation. Government departments can also play an intermediary role, coordinating the differences and contradictions between schools and enterprises in the process of cooperation, to provide support and guarantee for both sides<sup>[3]</sup>.

## **5.2 Innovate the school-enterprise cooperation mechanism**

Innovating the school-enterprise cooperation mechanism is the key to deepen the school-enterprise cooperation and enhance the adaptability of higher vocational education. The traditional school-enterprise cooperation mode can not fully meet the needs of the reform and development of higher vocational education in the new era, and it is urgent to innovate the cooperation mechanism to form a diversified cooperation pattern. First of higher vocational colleges can explore "modern apprenticeship" talent training mode, the school and enterprises signed a cooperation agreement, meet the actual needs of talent training plan, students establish employment relationship with enterprises, the school is responsible for the theory teaching, the enterprise is responsible for the practice teaching, students in the double homework, work directly in the enterprise after graduation. This mode is conducive to students to place themselves in the enterprise culture and production environment and master professional skills. Second, higher vocational colleges can try to "enterprise new college" education mode, namely by large enterprises or group companies, hire professional teachers and skilled craftsman to form a teaching team, according to the enterprise production and talent demand training talents, enterprises can send technical backbone, provide students with internships and the standard of graduates to provide employment opportunities. This model can fundamentally avoid the problem of the disconnection between the talent training and the actual demand. Higher vocational colleges can also establish a medium and long-term mechanism of school-enterprise cooperation, and the university and enterprise can sign a long-term cooperation agreement to clarify the content of cooperation, division of tasks, resource sharing and supervision system. Enterprises can participate in the school's professional setting, curriculum development, teacher training and other work for a long time. At the same time, schools should take the initiative to connect with the needs of enterprises and regularly revise the talent training programs to ensure their pertinacity and adaptability. Finally, both the university and the enterprise should constantly innovate cooperation concepts and modes, such as adopting order classes or customized talent training mode, enterprises should provide talent demand standards, schools should open special training plans and courses as needed, or adopt the model of industrial colleges. Deep integration of schools and enterprises, joint construction and sharing of resources, which promote the deep integration of industry and education<sup>[4]</sup>.

## **6. Ensure the quality of school-enterprise cooperation**

### **6.1 Strengthen cooperation process management**

To ensure the quality of school-enterprise cooperation, we need to strengthen the fine management of the whole process of cooperation. First of all, in the early stage of the cooperation, the two sides should sign a high-quality cooperation agreement, and specify the cooperation objectives, contents, fund use, intellectual property protection and other matters in detail, so as to lay a foundation for the subsequent cooperation. At the same time, both sides should establish and improve the working organization, provide full-time management personnel, and coordinate the specific implementation of school-enterprise cooperation. In the implementation stage of cooperation, both parties should formulate scientific workflow and quality standards and implement them earnestly. Both sides should strengthen communication and coordination, held a regular meeting to timely solve the problems and differences in cooperation, also need to strengthen the process monitoring, take the form of field inspection, spot check for the cooperation quality tracking and supervision, found the problem timely rectification, and strictly implement the teaching management system, strengthen the management of student practice link, to ensure complete training task. After the cooperation, both sides should carefully summarize and evaluate, find out the experience and deficiencies, and make continuous improvement, promote good practices, analyze the causes of existing problems and rectify them in time, so as to lay a good foundation for the next round of cooperation<sup>[5]</sup>.

### **6.2 Improve the assessment and evaluation mechanism**

Perfecting the assessment and evaluation mechanism is an important means to ensure the quality of school-enterprise cooperation. First of all, both the university and the enterprise should scientifically formulate the assessment index system and take the cooperation effect as the key assessment content. Schools and enterprises can design indicators from the aspects of cooperation output, cooperation performance, feedback effect and so on, and evaluate the quality of student training, resource utilization efficiency, and the satisfaction of both schools and enterprises. Secondly, both the school and the enterprise should build a normal evaluation system to evaluate the whole process of different stages and links of cooperation. At the operational level, both the university and the enterprise can adopt various methods, such as third-party evaluation, industry evaluation and expert evaluation, and pay attention to the professionalism and authority of the evaluation. The evaluation work should adhere to the principles of openness, fairness and fairness, and be subject to social supervision. The evaluation results should be reported to both schools and enterprises in time, so as to play the role of "baton" of evaluation and promote the continuous improvement of cooperation quality. At the same time, both sides of the university and the enterprise should take the evaluation results as an important basis for rewards and punishments, commend and reward those with outstanding cooperation achievements, and correct those with serious problems in time. Evaluation results should also serve as an important reference to adjust the cooperation content and way, the two sides can according to the evaluation found the scope of professional cooperation, hierarchical structure, resource allocation, etc., to adapt to the actual demand, but also the high quality cooperation projects to retain and deepen, cultivate and develop a batch of brand cooperation.

As shown in Figure 1 and Figure 2.





Figure 1: Discussion of school-enterprise (Left)



Figure 2: Signing ceremony of school-enterprise cooperation (Right)

## 7. Conclusion

School-enterprise cooperation is the key to promote the development of higher vocational education and improve the quality of talent training. Both schools and enterprises should grasp the law of school-enterprise cooperation demand, take effective measures to optimize the content and form of cooperation, constantly innovate the cooperation mechanism, strengthen process control and performance evaluation to improve the adaptability of higher vocational education, effectively meet the reasonable demands of relevant parties, cultivate high-quality skilled talents, and promote the high-quality development of regional economy. At present, accelerating the development of modern vocational education has become a major national decision and deployment, which is of great practical significance for improving the school-enterprise cooperation mode and enhancing the adaptability of higher vocational education. This mode will certainly become the key direction of continuous force in the future.

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