

Research on the Mode of University-enterprise Cooperation in Multiple Cooperative Education of Higher Education

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Abstract: By using the methods of literature analysis, comparative analysis and investigation, this paper discusses the current situation and challenges of school-enterprise cooperative education model in China's higher education. The research results show that through the introduction of enterprise resources, break the shackles of internal resources in schools, can achieve the improvement of higher education quality and the cultivation of innovation ability, which proves the effectiveness and necessity of school-enterprise cooperation model. However, due to the lack of effective coordination mechanism between some schools and enterprises, the potential benefits of school-enterprise cooperative education mode cannot be fully brought into play. Therefore, this study advocates the construction of a diversified collaborative education model, that is, schools, enterprises and other social resources participate in and cross-integrate, to form a composite and innovative higher education model. Specifically, it includes the construction of effective communication mechanism, the improvement of cooperation contract system, the establishment of mutual benefit distribution mechanism and so on.

Keywords: school-enterprise cooperation, higher education model, diversified cooperative education, joint participation of resources

Introduction

In the field of higher education, the school-enterprise cooperative education model has become an important research object of education reform. The so-called school-enterprise cooperation means that schools cooperate with enterprises to achieve the improvement of education quality and the cultivation of innovation ability. However, at present, there are many problems and challenges in this mode in China's higher education. On the one hand, due to the lack of effective coordination mechanism between some schools and enterprises, the school-enterprise cooperation model can not give full play to its benefits. On the other hand, the constraint of the internal resources of some schools also limits the development of this model to a certain extent. In view of this situation, this study aims to explore how to form a new higher education model by constructing a diversified cooperative education model, that is, the cross-integration of schools, enterprises and other social resources. The specific strategies include: constructing the effective communication mechanism, perfecting the cooperative contract system, and establishing the mutual benefit distribution mechanism, so as to provide certain strategic suggestions to solve the quality problem of higher education in our country, realizing the docking of education training and social demand, and promoting the development of the intension of higher education in our country

1. Application and challenge of school-enterprise cooperation in higher education

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1.1 Definition and importance of school-enterprise cooperative education mode

School-enterprise cooperative education mode is an important path for deepening reform and innovation of higher education. Based on the in-depth cooperation between enterprises and universities, this education mode integrates the advantages of applied technology and implementation skills of enterprises with the advantages of theoretical education of schools through various mechanisms and measures, so as to jointly train senior talents who meet the needs of society and enterprises.^[1] With its unique characteristics and advantages, this mode is exerting a positive impact on China's higher education.

The core concept of this model is embodied in the equal cooperation, resource sharing and complementary advantages of its partners. Both the university and the enterprise have their own unique advantages. Through in-depth cooperation, on the one hand, students can use the practice platform of the enterprise to get in touch with the real enterprise environment and improve their practical ability; On the other hand, enterprises can also borrow the academic resources of colleges and universities to achieve scientific and technological innovation and enhance competitiveness.

The importance of school-enterprise cooperation mode is mainly reflected in the following aspects. School-enterprise cooperation can better promote the close combination of talent education and market demand, make the talents cultivated by colleges and universities more in line with the needs of enterprises and society, and improve the efficiency and quality of talent training. This mode is conducive to promoting the reform of college education and teaching, and enhancing the pertinence and effectiveness of education. The exchanges and cooperation between enterprises and universities are also conducive to promoting technological research and development and innovation of enterprises, so as to enhance the overall scientific and technological innovation and personnel training ability of our country.

Schools should actively explore cooperation models with enterprises, such as school-enterprise joint internship, cooperative establishment of studios, research institutes and other ways, and innovate the mechanism of talent training, so that students learn in practice and improve in practice. Enterprises should also take an active part in college education, jointly build a platform for talent training with colleges and universities, and provide more opportunities for students to practice, so that they can acquire knowledge and improve skills in practice.

So far, from the definition and importance of the school-enterprise cooperative education mode, it can be seen that it can not only improve the quality of education, but also play an important role in the scientific and technological progress and economic development of the country and society.^[2] The promotion and implementation of this model deserves great attention and in-depth research.

1.2 The current situation of the school-enterprise cooperative education mode in China's higher education

In modern society, higher education is no longer a single inculcation of knowledge, but hopes to cultivate more technical and applied talents in line with social needs through in-depth cooperation with enterprises. For our country, the promotion and implementation of school-enterprise cooperative education mode is consistent with the strategic goals of establishing the modern vocational education system in our country. The cooperation between schools and enterprises is getting deeper and deeper.

In the actual operation process, there are some problems and challenges that cannot be ignored in the application of school-enterprise cooperative education mode in our country. From a macro point of view, the promotion and implementation of the school-enterprise cooperative education model in China's higher education is not widespread enough, only in some universities and enterprises have been effectively implemented, many regions and schools are still in a wait-and-see attitude. The occurrence of this situation is related to the tradition of China's higher education system and the lack of understanding of school-enterprise cooperative education mode in some places and schools.

From a micro point of view, although the school-enterprise cooperative education mode has its obvious advantages, there may still be some problems in its application stage, such as the stability, depth and effect of the cooperation. Some

enterprises are not willing to carry out in-depth cooperation with schools, but are more inclined to the cooperation mode that can bring obvious economic benefits in the short term. In addition, some schools also have many concerns about in-depth cooperation with enterprises, such as worrying that their teaching resources may be occupied by enterprises, and that in-depth cooperation with enterprises may harm the interests of schools. This situation reflects the problems existing in the promotion process of the current school-enterprise cooperative education model in China.

From the intermediate level, China's current policy support, social cognition and other aspects of the promotion of school-enterprise cooperative education model is not in place. Although the Chinese government has emancipated the mind and actively promoted the combination of industry, university and research, the formulation and implementation of specific policies and measures and detailed rules still need to be further improved. Moreover, the society's cognition of the school-enterprise cooperative education model is not high enough. The general public and even some educators hold a conservative attitude towards this model, believing that school-enterprise cooperation may affect the traditional teaching quality of schools, which undoubtedly brings obstacles to the promotion of school-enterprise cooperative education model.

From the current situation, the mode of school-enterprise cooperative education in China's higher education faces many challenges. Schools, enterprises and the government need to work together to achieve an effective balance of interests of the three parties, in order to truly promote the further development of the mode of school-enterprise cooperative education.^[3]

1.3 Analysis of the challenges faced by the school-enterprise cooperative education model and their causes

At present, the challenges facing the school-enterprise cooperative education mode mainly include the following: First, the benefit distribution between the two parties is unfair, the disputes are constant, and the contradictions are prominent; Second, most enterprises are unable to participate in the course design, resulting in a mismatch between the needs of enterprises and the abilities cultivated by students; Third, the cooperation system is rigid, which is difficult to adapt to social changes and industrial development trends. The main reason for the above challenges is that the current school-enterprise cooperative education model overemphasizes "cooperation" while ignoring the independence and fairness of both sides.

Through the in-depth analysis of the school-enterprise cooperative education mode, it can be seen that although the school-enterprise cooperative education mode plays a positive role in higher education, it still faces many challenges. In the future education reform, we should actively use the concept and strategy of multiple cooperative education, further optimize the mode of personnel training and improve the quality of education.^[4]

2. Theoretical construction and practical exploration of the higher education model of multiple cooperative education

In the theoretical construction and practical exploration of the multiple collaborative education model, schools and enterprises are the main bodies of coordination, and they can achieve the sustainable development of education goals through cross-integration and deep cooperation. This chapter focuses on the theoretical construction of multiple cooperative education mode, the construction of effective communication mechanism, and the construction of mutual benefit distribution mechanism.

The theoretical construction of multiple cooperative education model is mainly based on the cross-integration of schools, enterprises and other social resources. This model emphasizes the modernization transformation of education mode, advocates breaking out of the traditional school education restrictions, taking enterprises as the main body, and joining forces with various social organizations, enterprises and institutions to share the opportunities and responsibilities of talent training. This model can provide college students with a broader space for practice and study, so that they can have a deeper understanding of the current situation and needs of the industry, so as to improve their practical skills and innovation ability.

To achieve multiple collaborative education, it is also necessary to build an effective communication mechanism. The communication mechanism is the glue of any partnership. It connects the needs, expectations and goals of all parties in an orderly manner, facilitating the smooth flow of information. Such a mechanism should be two-way, interactive and open, allowing all parties to build consensus over time and build trust on that basis. Studies have found that a good communication mechanism can improve the stability of cooperation, cooperation efficiency and the quality of cooperation outcomes.

Another important part of the higher education model to realize diversified collaborative education is to build a mutually beneficial and win-win benefit distribution mechanism. For students, they can get more practical experience and improve their skills, which further improves their competitiveness; For the school, there are more opportunities for cultural exchange and technological innovation, forming a unique highland; For enterprises, they can get talents who can really adapt to the development needs of enterprises, and reduce the cost of talent recruitment. To some extent, this has also become an important factor to promote the practice of multiple collaborative education model.

The effective operation of the multiple collaborative education mode has a huge promoting effect on the country, students, higher education institutions and even enterprises. Its operation is not achieved overnight, it needs the joint efforts of all parties, and it also needs to actively seek and learn from the existing successful model, and gradually revise and improve. As for the problems in practice, relevant policies and mechanisms are also needed to support and guide, so as to ensure the healthy development of the diversified cooperative education model and ultimately achieve the education goal^[5].

3. Strategies and suggestions for realizing the higher education mode of multiple cooperative education

To realize the multiple cooperative education mode, we need to formulate precise strategies and put forward operable suggestions. This chapter will carry on the in-depth discussion from three aspects: improving the contract system of cooperation, paying attention to the cultivation of students' innovative ability and practical skills, and taking corresponding measures to promote the intension development of higher education in China according to the social demand.

The perfection of the contract system is an important guarantee for the implementation of the multiple cooperative education model. As for the contract, its contents should cover the terms of cooperation, rights and obligations, ways of resolving disputes, etc. In particular, in terms of the protection of rights and interests, the rights and obligations of schools, enterprises and other parties participating in the cooperative education model should be clearly stipulated. For example, schools should ensure students' learning rights, and enterprises should ensure that practical training environments are provided to provide students with opportunities to enrich their knowledge and hone their skills. For possible disputes, there should be clear ways and mechanisms for settlement in the contract, so as to ensure smooth cooperation.

Paying attention to the cultivation of students' innovative ability and practical skills is the core of enhancing the competitiveness of enterprises and the quality of education in colleges and universities. In this era of rapid information development, innovation ability and practical skills are the key factors that determine whether a person can adapt to the society and the industry. And higher education should be able to carry out targeted training for these two aspects, so that students can form a certain practical ability and innovative thinking during the period of school. This kind of training is also directly helpful to enhance the competitiveness of enterprises. Enterprises can select fresh graduates with practical skills and innovative thinking, which will have a positive impact on the long-term development of enterprises.

The combination of social demand is the key to promote the development of higher education in our country. Our country has already changed from the extensive type development stage to the quality and efficiency as the core of the intension type development stage. For higher education, can not only meet to improve the enrollment rate, improve the graduation rate, we should pay more attention to the quality of graduates, that is, whether to meet the needs of society, whether to have the skills and literacy needed by society. Colleges and universities need to take social demand as an important reference when making educational plans, setting up majors and providing courses. Only in this way can we

achieve school-enterprise cooperation in the true sense and realize diversified cooperative education.

To sum up, the school-enterprise cooperative education model is an education model that conforms to the trend of The Times, meets the needs of society and promotes the quality development of education, and has also achieved fruitful results in the practice process. The development of this model still faces some challenges, such as the perfection of cooperation contracts, the emphasis on skill training and the grasp of social needs. The strategies and suggestions put forward in this chapter are mainly aimed at these challenges, hoping to provide reference and inspiration for the implementation and development of the school-enterprise cooperative education model.

4. Concluding remarks

This study explores the current situation and challenges of the school-enterprise cooperative teaching model in China, and finds its importance in raising education standards and fostering innovation awareness. The study tells us that cooperative education between schools and enterprises can improve teaching effectiveness and foster innovation through the use of enterprise resources. However, this model is limited by a number of factors, such as the lack of effective cooperation between schools and enterprises. Therefore, we suggest that schools, businesses and all sectors of society work together to build the education model. At the same time, we need to establish a good communication system and a sound collaboration contract to ensure that everyone can benefit from it. Through studying this approach, we realize its importance in the process of reforming China's higher education, and see some problems in the implementation process. In the future, we will continue to explore and hope to provide more help for the reform of China's higher education and the promotion of equity.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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