

Research on the talent development mode of order-oriented class in higher vocational colleges based on school-enterprise cooperation

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Abstract: This paper studies the order-type talent cultivation strategy of higher vocational colleges under a school-enterprise cooperation framework. With the rapid progress of vocational education and the continuous evolution of industrial demand, the close cooperation between higher vocational colleges and enterprises has gradually become a key means to improve the quality of personnel training. As a key way of cooperation between schools and enterprises, the talent training mode of order-oriented classes successfully realizes the effective integration of the education chain, the talent training chain, the industrial chain and the innovation chain through the specially customized talent training plan. This paper elaborates on the core concept, distinctive features and the key role of school-enterprise cooperation and the order-based talent training mode. Then, it makes a deep discussion on the current order-oriented talent training mode of higher vocational colleges, including the arrangement of successful practice and the problems and challenges faced. Based on this, this paper puts forward a series of optimization strategies for the order-based talent training mode in higher vocational colleges. These strategies are based on school-enterprise cooperation, including deepening school-enterprise cooperation mechanism, optimizing course setting and teaching content, strengthening teacher team construction and teaching resource integration, and improving management and evaluation mechanism. This study provides an overview of the results and points the way for future research. The purpose of this study is to offer valuable reference and inspiration for the reform and innovation of the order-based talent training mode in higher vocational colleges.

Keywords: school-enterprise cooperation; higher vocational colleges; order-oriented class; personnel training mode; optimization strategy

1 Introduction

With the strengthening of vocational education and continuous upgrading of industry in our country, as the core part of vocational education, higher vocational colleges shoulder the great responsibility of training high-quality technical talents for the society. However, traditional training methods often fail to meet the requirements of rapidly evolving industries, especially in high-tech and emerging industries, where the contradiction between the demand and supply of talents is becoming more and more obvious. Therefore, exploring and implementing new talent cultivation strategies has become an urgent issue for higher vocational colleges.

The cooperation between schools and enterprises is regarded as an efficient education strategy, which integrates the educational resources of schools and the real needs of enterprises, and brings an innovative direction to the talent training of higher vocational colleges. Among them, the order-oriented talent training mode, as a key link in the cooperation between schools and enterprises, successfully realizes the effective connection between the education chain, the talent training chain, the industrial chain and the innovation chain through the specially customized talent training plan. This teaching mode not only helps to improve students' practical skills and competitiveness in the job market, but also cultivates high-quality skilled talent needed by enterprises, so as to achieve the common interests of schools, students and enterprises [1].

In spite of this, there are still some problems and tests in the implementation of order-oriented class talent training in higher vocational colleges. Based on the basic concept of school-enterprise cooperation and order-oriented class talent training mode in higher vocational colleges, this study makes an in-depth analysis of the actual situation and existing problems of the current mode, and puts forward a series of optimization suggestions, aiming at providing valuable reference for the reform and innovation of talent training mode in higher vocational colleges.

2 Overview of school-enterprise cooperation and vocational college order-oriented class talent training mode

2.1 Basic concepts and characteristics of school-enterprise cooperation

As a mode of deep integration of education and industry, the core idea of the cooperation between schools and enterprises is to closely integrate the educational resources of schools with the actual needs of enterprises, so as to jointly train high-quality and skilled talents to meet the market demand. This education model breaks the closure of the traditional education model, and successfully realizes the effective integration of the education chain, the talent training chain, the industrial chain and the innovation chain.

The core concept of cooperation between the school and the enterprise includes several dimensions, such as the intention of cooperation, the way of cooperation, the specific content of cooperation and the purpose of cooperation. In terms of cooperation mode, schools and enterprises can carry out in-depth cooperation through various ways such as jointly building training bases, jointly developing courses, and sharing teacher resources [2]. In terms of the specific content of cooperation, schools and enterprises can carry out in-depth cooperation in many aspects such as personnel training, technological innovation and social services. The core goal of the cooperation is to enhance students' practical skills and enhance their competitiveness in the job market, while also cultivating high-quality technical talents to meet the needs of enterprises, ensuring the common interests of schools, students and enterprises.

The cooperation between schools and enterprises has several notable characteristics: First, it has a strong practical nature, emphasizing the close combination of theoretical knowledge and practical operation; Secondly, it has a strong pertinence, according to the actual needs of enterprises to carry out personalized talent training; The third point is its high degree of interaction, which enables schools and enterprises to conduct in-depth exchanges and feedback when cooperating, so as to continuously improve the cooperation method.

2.2 Definition and characteristics of the talent training mode of the order-oriented class

As an innovative way of cooperation between schools and enterprises, the order-oriented class talent training mode means that higher vocational colleges will jointly develop talent training plans with enterprises according to the actual needs of enterprises, and train high-quality and skilled talents for enterprises to meet their job needs through customized teaching and training. This model highlights the close cooperation between schools and enterprises, ensuring a precise match between educational resources and industry needs.

The talent training mode of order-oriented class is mainly reflected in the following aspects: The first is its customization. Talent training programs are tailored to the specific needs of enterprises to ensure that students' learning content is highly matched with the needs of enterprises; The second is that it is practice-oriented, emphasizing the close combination of theoretical knowledge and practical operation, and improving students' practical skills and professional quality through various ways such as enterprise internship and practical training. The third point is that the students of the order-oriented class have signed employment contracts with enterprises, which makes their employment prospects more optimistic, and the quality of employment is relatively high; The fourth point is its high degree of flexibility, the order-oriented class talent training method can be timely adjusted according to the actual needs of the company, to ensure the timeliness and pertinence of training [3].

The implementation of this model not only helps to enhance the competitiveness of students in the job market, but also can train and transport a large number of high-quality skilled talents to meet the needs of enterprises, so as to achieve a win-win situation among schools, students and enterprises.

3 Status analysis of order-oriented talent training in higher vocational colleges

3.1 Analysis of successful cases

There are many successful examples in the practice of order-oriented class talent training mode in higher vocational colleges. Taking the cooperation between a vocational and technical college and a famous manufacturing company as an example, the two jointly launched the "intelligent manufacturing order-oriented class". According to the specific needs of the enterprise, this order-oriented class has specially designed the talent training plan, emphasizing the integration of theoretical knowledge and practical operation, and introducing the enterprise's leading production tools and technologies to ensure that students can personally experience the real production environment during the study [4].

Through the close collaboration of the two, schools and enterprises shoulder the heavy responsibility of education and training. Experts from the company will come to the school regularly to teach, and students also have the opportunity to do internships and practical training in the company to gain a deeper understanding of the company's culture and job requirements. Such deep cooperation not only enhances the practical skills and professional cultivation of students, but also delivers a large number of high-quality technical talents to meet the needs of various enterprises.

In addition, this order-oriented class has also built a comprehensive management and evaluation system to ensure the high-quality completion of talent training. Students' performance and academic achievement in school are incorporated into the company's evaluation system, which is also a key criterion for their future jobs. This successful case fully embodies the superiority of the order-type talent training mode of higher vocational colleges, and provides valuable reference for other educational institutions.

3.2 Problems and challenges

Although some progress has been made in the practice of order-oriented class talent training in high vocational colleges, there are still a series of problems and challenges. On the one hand, some higher vocational colleges, due to the lack of in-depth communication and effective docking in the process of cooperation with enterprises, experience a mismatch between their talent training programs and the actual needs of enterprises, which negatively affects the quality and effectiveness of talent cultivation. From another point of view, the students of the order-oriented class still have room for improvement in practical skills and professional accomplishment. Some students in the internship and practical training stage of enterprises show a lack of real operational experience and teamwork ability, which makes them difficult to meet the recruitment needs of enterprises [5].

Higher vocational colleges still need to overcome some institutional obstacles when formulating the talent cultivation

strategy of a single class. For example, the cooperation mechanism between schools and enterprises is not perfect, and the two sides lack continuous communication and collaborative work in cooperation. The course design and teaching content of the order-oriented class are different from the actual needs of the enterprise, lacking pertinence and practicability; Due to the slow progress of the construction of teachers and the imperfect integration of teaching resources, the effect and efficiency of personnel training have been affected. In the process of promoting the implementation of the order-oriented class talent training model, higher vocational colleges must give sufficient attention and solutions to these problems and challenges.

4 Optimization strategy of order-oriented talent training in vocational colleges through school-enterprise cooperation

4.1 Deepen the school-enterprise cooperation mechanism

In order to better improve the training methods for order-oriented education in higher vocational colleges, it is particularly critical to strengthen the cooperative strategy between schools and enterprises. At present, the cooperation between some schools and enterprises is only on the surface, and the depth of integration is lacking. Therefore, it is necessary to build a more compact and durable partnership, clarifying the rights and responsibilities of all parties, in order to form a common system of interests. More specifically, it is possible to set up a cooperation committee or a special working team between the school and the enterprise, who will organize regular meetings to discuss issues such as talent training, curriculum design and the construction of practical training bases. At the same time, enterprises are also encouraged to actively participate in the teaching reform and scientific research projects of the school, so as to realize the sharing of resources and complementary advantages, and provide more practical opportunities and career development platforms for the students of the order-oriented class, truly realizing the win-win situation of the school and enterprises.

4.2 Optimize the course setting and teaching content of the order-oriented class

In order to meet the specific needs of the order-oriented class talent training, it is particularly critical to optimize the course structure and teaching content. In order to meet the needs of enterprises' job skills and industry standards, the course structure should be adjusted, and the guidance of practice and application should be strengthened. Professional courses closely related to the company's actual production process have been added, and cutting-edge technical and process knowledge has been incorporated to ensure that the teaching content is both timely and practical. In addition, project-based and task-based teaching methods are used to simulate the real working environment, aiming to improve students' practical skills and problem-solving ability, and lay a solid foundation for students of order-oriented class to better adapt to the corporate environment.

4.3 Strengthen the construction of teaching staff and the integration of teaching resources

In order to improve the talent training level of the order-oriented class, it is necessary to strengthen the construction of the teacher team and integrate high-quality teaching resources. On the one hand, senior teachers with practical experience in enterprises should be attracted, and at the same time, these teachers should be encouraged to go to enterprises for practical work to enhance their practical teaching skills. On the other hand, colleges should strengthen cooperation with companies by inviting experts and technical experts from companies to serve as part-time teachers or visiting professors to participate in the teaching and practical training activities of the order-based classes. In addition, it also integrates teaching resources inside and outside the school, and establishes a sharing mechanism, including training bases, online courses and teaching cases, aiming to provide students with more rich and practical learning resources and practice platforms, so as to comprehensively improve the teaching quality and effectiveness of the order-oriented class.

5 Conclusion

Relying on the cooperation mode between schools and enterprises, the order-oriented class talent training mode of higher vocational colleges has shown obvious superiority in cultivating high-quality skilled talents. By further deepening the cooperation mode between schools and enterprises, adjusting the course structure and teaching content, strengthening the construction of teacher teams and the integration of teaching resources, as well as improving the management and evaluation process, the talent training level of the order-oriented class can be significantly improved. Looking forward to the future, higher vocational colleges should continue to study and apply the talent training strategy of the order-oriented class, deepen the cooperative relationship with enterprises, and constantly explore new talent training methods to train more high-quality skilled talents to meet the market demand for the society, so as to promote China's vocational education to a higher quality level.

Conflicts of interest

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

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