

Research on the Cultivation of Economic Professional Talents by Collaboration of Colleges and Enterprises

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Project Name: 2019 College Student Innovation and Entrepreneurship Training Program

Project Number: DC1911807-13

Abstract: The school-enterprise cooperation is currently the most common type of education method that combines the talent needs of enterprises with the cultivation of talents in schools, to achieve the mutual goal of achieving a win-win situation. However, the comprehensive and professional abilities of undergraduate economic professionals trained by colleges and universities cannot currently meet the requirements of enterprises. This article briefly analyzes the problems in the current school-enterprise cooperation in the cultivation of undergraduate economic talents and puts forward suggestions for the implementation of the school-enterprise cooperation to foster undergraduate economic professionals.

Keywords: School-Enterprise Collaboration; Undergraduate; Economics Major; Talent Training

School-enterprise collaboration is a new type of talent training model. Under this model, the requirements of enterprises for undergraduate economic talents can guide standards and directions for the courses in colleges and universities, and help optimize the curriculum plan to improve the quality of teaching. Undergraduate economic talents in colleges and universities are future practitioners for enterprises and provide dynamic support for their development. The two parties should exert their respective advantages and promote each other to achieve the goal of talent training. With the rapid development of China's economy, the professional literacy requirements for undergraduate economic talents are constantly increasing. Colleges and universities are facing huge challenges in the training of undergraduate economic professionals. Competition pressure between enterprises is large, and there is no talent input with excellent professional skills, and the development of enterprises will also be restricted. At the same time, with the deepening reform of higher education in China, the number of college graduates is increasing, but the employment pressure of graduates is also severe in the face of limited job openings. To improve the college teaching quality, it is necessary to further deepen the cooperation of school and enterprise by exploring more effective development approaches.

1. Problems in cooperation between schools and enterprises for undergraduate economic talents training

1.1 The teaching quality of undergraduate economics majors in colleges and universities is not satisfying

Teaching is the key to the cultivation of talents and an important way to realize rejuvenating the country through science and education. It is also a driving force to promote social development. The teaching quality of colleges and universities directly affects the employment situation of the students. High education quality can not only improve the professional level of students but also effectively promote the in-depth development of school-enterprise collaboration. The reason that affects the teaching quality of undergraduate economics majors in colleges and universities is that the practical experience teachers in undergraduate economics

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doi: 10.18686/ahe.v4i5.2224

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majors in colleges is not high. The general developing process of college teachers is to first complete the academic research of this major, then return to the classroom with professional knowledge they have learned. Therefore, the theoretical basis of teachers is strong, but most of them lack working experience in companies. Therefore, in the daily teaching process, it is difficult for teachers to teach the latest technology nor share actual working experience, resulting in economic students unable to fully acquire the knowledge in textbooks because the theoretical knowledge must be applied in practical work. If the theory and practice are disconnected in teaching, it will affect the employment of students. Besides, there are some problems in the economics courses in colleges and universities, such as the single curriculum system, the lack of vertical and horizontal links in courses, and the knowledge of some courses is too broad and vague which is not keeping up with the times. In addition, the practical courses in economics are relatively ignored, which is not conducive to the cultivation of versatile and practical talents.

1.2 The initiative of business for school-enterprise collaboration is not high

Enterprises are the main body of market activities in the market economy. The development of enterprises is not decisive to their own survival but also related to the existence and development of the entire socialist market economy. Enterprises rely on economic benefits to survive in the market. Therefore, enterprises are generally profit-oriented. The development of an enterprise requires talents, and the school-enterprise collaboration can indeed train some talents. However, college graduates often lack practical experience so that they cannot be qualified for the work requirements by enterprises in the short term. Therefore, enterprises need to invest a certain amount of time and manpower to carry out orientation and training. If the company directly recruits from the talent market to chooses the best candidate, it can recruit the best employee in the shortest time. From the perspective of the enterprise, the cost and profit of the school-enterprise collaboration program is not proportional, so they usually hold a negative attitude towards the cooperation.

2. Suggestions for school-enterprise collaboration for training undergraduate economic professionals

2.1 Improve the teaching quality of economics majors in universities and promote the development of school-enterprise collaboration

The current teaching methods of undergraduate economics majors in colleges and universities is traditional and singular in form, which is not conducive to the overall development of talents and cannot meet the needs of enterprises for economics professionals. In order to improve the employment rate of college students and further deepen the school-enterprise cooperation, colleges and universities need to recognize the deficiencies in their own teaching, innovate teaching methods, and understand the needs of markets to achieve the goal of talent training. It can be strengthened from the following aspects. First, colleges and universities should set up a high-quality faculty which can cooperate with enterprises to carry out collaborative training. On the one hand, colleges and universities should advise teachers to visit, study, and train in enterprises, to experience the production situation of companies and adjust the teaching content in time. Therefore, the teaching content and practical operations can be well-connected. On the other hand, colleges and universities can also invite staff with sufficient work experience and a strong theoretical foundation from enterprises to give lectures to teachers and students about the latest technology applications, so that students can better understand the requirements of companies for employees. It also enables students to integrate into the working environment of the company earlier. In addition, colleges and universities should regularly organize teachers to participate in academic exchanges to improve their professionalism. Second, colleges and universities need to optimize and update the curriculum and professional courses in a timely manner to keep up with the development of society and optimize and reform the teaching of professional courses. First of all, it is necessary to improve the practicality of the course by combining the basic theory of the course with practice. Secondly, the school should attach importance to the update and continuous improvement of the textbook content. Furthermore, teachers should value the training of students' skills and practical exercises.

2.2 Change business concepts to achieve common development

Enterprises play an important role in promoting the progress of society and they are duty-bound. Therefore, enterprises should establish correct values and contribute to the realization of rejuvenating the country through science and education and strengthening the country with talents. Enterprises should understand their development should not only focus on the immediate economic benefits but also the achievement of long-term goals. As active participants in society, they should attach importance to the common development of the entire society to promote long-term prosperity. Therefore, enterprises should actively respond to the government's call to strengthen cooperation with universities, exploit the potential of collaboration, expand the scope of cooperation,

and promote the integrated use of high-quality resources. The school-enterprise collaborative talent training program can not only cultivate talents with strong professional ability and high comprehensive quality but also increase the visibility of enterprises that it is a free advertisement for companies to improve their business image. For example, the world's top 500 companies "Huawei" works closely with major universities across the country every year and has become an excellent partner for talent training in colleges and universities. In this way, the company can not only absorb good candidates from major universities but also their own visibility has increased. College graduates take pride in entering Huawei. The cooperation between Huawei and universities has set a good example for companies to achieve the goal of growing and developing together. Therefore, enterprises should take the initiative to cooperate with colleges and universities. Only when both schools and enterprises form a unified concept of talent training plans can they promote the improvement of talent training and better meet requirements from universities, companies, and society.

3. Conclusion

The school-enterprise collaboration and mutual education talent plan have far-reaching significance for students, universities, and enterprises. However, good school-enterprise cooperation is inseparable from the joint efforts of the three. During the study of this major, students should exert subjective initiative to actively learn professional skills and participate in practice to improve their comprehensive strength and competitiveness. Facing the severe situation and the intense competition of the employment, no doubt students need to master professional knowledge to match job descriptions in the market to realize their value of life. Colleges and universities should innovate teaching models, optimize curriculum settings, strengthen the construction of teacher teams, develop cooperation projects with enterprises, explore effective ways for school-enterprise cooperation, and create a good learning environment for students. Companies should establish a correct view of social values, actively participate in school-enterprise cooperation, provide students with practice opportunities, and cultivate application-oriented talents. The long-term goal of building a harmonious society can only be achieved if schools and enterprises reach the consensus to work hard to educate undergraduate economic professionals.

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