

# The Reasonable Construction Path of Cooperative Partnership of Application-Oriented Universities from the Perspective of Synergy Theory

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**Abstract:** The education and teaching of application-oriented colleges and universities is mainly for enterprises to cultivate talents with strong practical and innovative ability. In order to improve the teaching quality in an all-round way, the personnel training mode of integration of production and education and school enterprise cooperation should be carried out, and the close cooperation with enterprises should be strengthened to meet the market demand and cultivate excellent applied talents. This paper first introduces the applicability of synergy theory, analyzes the current situation of school enterprise cooperation in application-oriented colleges and universities from the perspective of synergy theory, and finally puts forward specific paths for the reasonable construction of cooperative partnership between application-oriented colleges and universities, so as to innovate the ideas of schools and enterprises, promote the exchange and interaction of information, and seek common development.

**Keywords:** Synergy Theory Perspective; Application-Oriented Universities; Cooperative Partnership; Reasonable Construction; Path

Application oriented colleges and universities should face the development of society and enterprises, and strive to cultivate students' professional ethics, professional skills and innovation and development ability. In order to improve the quality of personnel training, it is necessary to innovate the talent training mode, promote and strengthen the cooperation between schools and enterprises based on the synergy theory, and strengthen the multi-party cooperation, so as to take the education road of combining production, learning and research, and cultivate applied talents with compound skills.

## 1. The applicability of synergetic theory

### 1.1 The connotation of synergy theory

Synergy theory was first put forward by the famous German physicist Haken in the 1970s. Synergy means that all parts of the system cooperate with each other, so that the whole system can be reconstructed from the perspective of micro individual, thus forming a new structure and characteristics.

From the perspective of synergy theory, the school enterprise cooperation system of application-oriented universities can be regarded as a collaborative system. The government, application-oriented colleges, enterprises and industry organizations are all subsystems of the collaborative system. When the external effective intervention or the internal content of the system is self-adjusting, the coordination and cooperation between the subsystems and internal elements of the system will be formed, forming a good self-organization state.

### 1.2 Synergy theory provides reference for school enterprise cooperation in applied universities

The school enterprise cooperation of application-oriented colleges refers to that schools and enterprises play their respective roles for the common goal, actively develop vocational education courses, skills training, technical innovation services, and realize resource sharing. In the process of cooperation, schools, enterprises, government and industry organizations constitute non-equilibrium, non-linear and open system. The school enterprise cooperation system of application-oriented colleges and universities attracts and depends on each other, and each subsystem plays the greatest function effect through cooperation. In a word, the synergy theory provides reference for the school enterprise cooperation of application-

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oriented universities, improves the collaborative development of various systems, and promotes the cooperation between schools and enterprises.

## **2. The current situation of school enterprise cooperation in application-oriented universities from the perspective of two synergy theory**

### **2.1 The function vacancy of government departments is serious**

Although the cooperation between application-oriented colleges and enterprises in China has achieved certain results, in the actual operation, the absence of government functions is serious. First, the overall planning is not enough. For the management and overall planning of the main participants of application-oriented universities, the government functional departments lack of management and coordination. They only rely on the education administrative department, which is a single department, and other departments have not participated. Second, the government departments lack guidance on school enterprise cooperation, and the relevant governments lack cognition and exploration on how to play a leading role. Practice teaching, cooperation mechanism, financing and effect evaluation are seriously out of touch. Third, the construction of laws and regulations of school enterprise cooperation is insufficient, and lack of practical operability. Fourth, the lack of perfect and authoritative follow-up mechanism and evaluation mechanism is not conducive to controlling the quality of school enterprise cooperation.

### **2.2 Enterprises lack of motivation and enthusiasm to participate**

First, enterprises have not yet realized the significance of participating in school enterprise cooperation from the perspective of thinking. Influenced by their own profit-seeking value orientation, enterprises pursue instant success and short-term interests, and cannot examine the value significance of school enterprise cooperation from the perspective of long-term development. Enterprises think that training talents is the responsibility of application-oriented colleges and universities, lacking the sense of participation, and technological research and development are the responsibility of enterprises, so colleges and universities do not need to intervene. In the school enterprise cooperation, some enterprises lack foresight strategic planning.

Second, in the process of school enterprise cooperation, the economic interests of enterprises cannot be guaranteed. In particular, most of the application-oriented colleges and universities in China are weak in scientific research, lack of research and development capabilities for new technologies, new technologies and new products, and lack of scientific research and practical ability of many teachers, which cannot promote the innovation and development of enterprise technology. At the same time, the enterprise should bear the production cost and risk cost for the students who take part in the post practice. The enterprise provides one-to-one guidance for the students in the technical production, which has an impact on the normal production of the enterprise to a certain extent.

Third, the lack of a perfect intermediary communication mechanism leads to higher costs and risks in school enterprise cooperation. On the one hand, the cost of finding suitable partners increases, but the matching degree is not high. On the other hand, problems encountered in school enterprise cooperation cannot be properly solved, and even upgraded, which leads to the continuous risk of school enterprise cooperation.

### **2.3 The school lacks the foundation to maintain the school enterprise cooperation**

First, many colleges and universities lack the ability to accumulate resources. Whether it is characteristic courses or scientific research and innovation, the level of development is not high, it is difficult to attract excellent enterprise cooperation; second, the low recognition of application-oriented colleges and universities is not conducive to the promotion of follow-up cooperation; third, there is a fault phenomenon in the cooperation between application-oriented colleges and enterprises, and the school supervises the students who enter enterprise posts. Education is not in place, and the lack of guidance to the theoretical and technical problems encountered in the process of students' practice is not conducive to improving the quality of school enterprise cooperation. At the same time, the school has not adjusted the professional curriculum from the perspective of enterprise employment, and has been in a closed state for a long time; fourth, the school lacks perfect teacher service mechanism, incentive mechanism and assessment mechanism, some professional teachers lack practice opportunities and lack of interaction with enterprises.

## **3. The reasonable construction path of school enterprise partnership in application-oriented universities from the perspective of three synergy theory**

### **3.1 Giving full play to the function of government in school enterprise cooperation**

First, give full play to the guiding role of government departments in school enterprise cooperation. On the one hand, it is necessary to strengthen policy support, encourage enterprises to participate in school enterprise cooperation, and formulate scientific and reasonable school enterprise cooperation policies, such as tax reduction and increase of financial subsidies,

to enhance the motivation of enterprises to participate in school enterprise cooperation; on the other hand, the government actively guides and publicizes school enterprise cooperation through traditional and new media channels to strengthen the degree of identity of the enterprises.

Second, give full play to the coordinating role of government departments in school enterprise cooperation. First of all, strengthen the communication and dialogue between the government and the school, strengthen the government's resource investment in school personnel training, so as to make the school meet the needs of enterprises as much as possible in education; secondly, actively organize the exchange and interaction between schools and enterprises to resolve the confusion of enterprises in the cooperation between schools and enterprises; thirdly, the government departments should consider from the standpoint of enterprise development to provide help for the development of enterprises to establish a long-term mechanism of school enterprise cooperation, organize regular exchange and discussion meetings, and realize information exchange.

Third, give full play to the role of government departments in the management and supervision of school enterprise cooperation. First of all, strengthen the government's macro-control, promote the school's independent teaching reform and employ excellent professional teachers, and guide colleges and universities to carry out school enterprise cooperation with local characteristics in combination with regional advantages; secondly, establish the concept of service management, from compulsory management to service management; thirdly, give full play to the supervision role of government departments, and build a perfect vocational education evaluation system and evaluation machine, in order to supervise school enterprise cooperation and evaluate the quality of school enterprise cooperation regularly.

### **3.2 Building diversified driving service mechanism for enterprises**

From the perspective of synergy theory, we should build a multi driven service mechanism to create a long-term stable cooperation platform for school enterprise cooperation. First of all, the school and enterprise reach a win-win value recognition, respect the effectiveness of both sides in the school enterprise cooperation, and examine the school enterprise cooperation from the perspective of social responsibility and longer-term economic strategic position; secondly, build a sound interest driven mechanism, encourage schools to appoint teachers to work in enterprises, and introduce excellent enterprise employees to the school for post training, so as to enhance enterprise knowledge through school enterprise cooperation; thirdly, the enterprise should pay attention to the overall situation, constantly optimize the system, strengthen the management, and promote the smooth progress of school enterprise cooperation.

### **3.3 The construction of scientific and reasonable internal control mechanism in schools**

First of all, according to the market demand for talents, the school flexibly adjusts and arranges courses and majors, reforms the teaching system, and improves the overall quality level of talents. At the same time, the school reorients the talent training goal, strengthens the education of students' career planning, and solves the problems of low employment rate, high frequency of job hopping and poor stability by adjusting students' employment mentality and orientation.

Secondly, we should build a careful research and demonstration mechanism, fully understand the market demand, mine the enterprises that meet the conditions of school enterprise cooperation, and demonstrate the feasibility of cooperation with enterprises by means of enterprise database and comparative analysis of data information.

Finally, the construction of teacher service mechanism, through the innovation of personnel management mechanism, to stimulate the enthusiasm of teachers in-depth study and practice, reform the teacher title evaluation system, optimize the teaching staff, pay attention to the cultivation of "double qualified" teachers, and improve the professional practice ability of teachers through the selection and assessment mechanism.

## **4. Conclusion**

Application oriented colleges and universities should be based on the needs of social development for talents, cultivate talents with strong practical ability for the industrial and practical circles, and constantly optimize and innovate talent training programs. Based on the perspective of synergy theory, this paper discusses the reasonable construction path of cooperative relationship between application-oriented colleges and universities, so as to strengthen the cooperation between schools, industries and enterprises, and constantly adjust and innovate the professional structure and curriculum arrangement to meet the needs of economic and social development for talents.

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