

Discussion on Ways to Cultivate Entrepreneurial Talents in Higher Vocational Colleges Under School-Enterprise Cooperation Mode

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Abstract: At present, our country's higher vocational colleges on campus student talent training mode is used independently trains, but as a result of higher vocational college graduates for the current market environment to accept ability is bad, how to create a new way of talent training, enabling graduates in higher vocational colleges to better accept changing market conditions, in order to better solve the problem of higher vocational college graduates employment. Based on this, this paper will mainly discuss and analyze the ways of entrepreneurship talent training in higher vocational colleges under the school-enterprise cooperation mode, for reference and exchange of relevant people.

Keywords: School-enterprise cooperation mode; Higher vocational colleges; Entrepreneurship and innovation talents; Way

1. The important role of university-enterprise cooperation in training entrepreneurship and innovation talents

In the process of double and talent cultivation in higher vocational schools, the effective fusion of university-enterprise cooperation model can promote training work smoothly, with the aid of university-enterprise cooperation pattern vigorously support, in the process of talents training in higher vocational colleges can get more external cooperation of enterprise resources and teachers resources, provide strong support for the work of talents cultivation. Under the school-enterprise cooperation mode, higher vocational colleges can reach a cooperation mode with off-campus enterprises to provide more employment and internship opportunities for graduating students, so as to comprehensively improve the overall quality of students, and finally to continuously optimize and improve the training system of entrepreneurship and innovation education. School-enterprise cooperation mode itself has strong permeability and interaction.

2. Problems existing in the training mode of school-enterprise cooperation talents in higher vocational colleges in China

2.1 School-enterprise cooperation mechanism is not perfect

At present, most of the school-enterprise cooperation in higher vocational colleges is the personal contact and communication between teachers or students and enterprises, which fails to fully develop into official school-enterprise cooperation and communication, or fails to establish and improve the relevant platform of school-enterprise cooperation in the university. The imperfect school-enterprise cooperation mechanism will lead to the lack of effective communication between schools and enterprises, and thus fail to form an effective linkage mechanism.

2.2 School-enterprise cooperation forms are single and its role is weakened

At present, the school-enterprise cooperation mode carried out by higher vocational colleges is seriously simplified, and most of them employ experts related to enterprises to carry out knowledge lectures in schools. However, such a form of cooperation cannot enable students to deeply experience and understand the work content of enterprises, so school-enterprise cooperation plays a very small role and cannot really solve the practical problems that students will encounter in the future. Moreover, due to the single form of school-enterprise cooperation, students' interest in school-enterprise cooperation activities will be weakened. At the same time, in the teaching process of higher vocational colleges, the teaching content differs greatly from the work content of enterprises, so students will still encounter more difficulties when they enter enterprises to work after graduation.

2.3 The teaching staff of higher vocational colleges needs to be improved

At present, higher vocational colleges in our country the construction of teachers' team, already has a relatively complete professional level and research level, but most of the teachers in the teaching process focused on theoretical research, and many teachers lack of experience in teaching before mount guard, for the contents of the textbook teaching more, Thus neglecting to constantly improve the teaching work according to the actual situation of teaching. In addition, teachers in higher vocational colleges are too passive in school-enterprise cooperation, and more teachers are only willing to finish the work at hand, rather than spend more time on research and analysis of the new environment. In the long run, teachers in higher vocational colleges lack of extended learning related to the work content of enterprises outside the school, resulting in the development of teaching only theoretical knowledge, lack of countermeasures to help students to work in enterprises in the future. In view of this situation, the teacher team of higher vocational colleges should carry out relevant reform.

2.4 Lack of school-enterprise cooperation bases

The number of students in higher vocational colleges in China is characterized by a large base. On the whole, the internship base

in school-enterprise cooperation is single, and there are few posts for students to carry out further internship experience in the base.

3. To build a new model of university-enterprise cooperation entrepreneurship and innovation talent training

3.1 Improve the relevant systems for school-enterprise cooperation

First of all, due to the imperfect work of school-enterprise cooperation at the present stage, teachers and students of colleges and universities should play a greater role in building a friendly communication platform between schools and enterprises. At the same time, we can also establish and improve the alumni cooperation system, and collect the data of students who have graduated, so that alumni can play a powerful role in the development of the university. Secondly, establish and improve the school-enterprise cooperation system. After the establishment and implementation of the system, all future school-enterprise cooperation should be completed in the official to official situation, so as to ensure the long-term cooperative relationship between colleges and enterprises in the later period. In the content of the system, cooperation time, cooperation form, funds, responsibilities of both parties and rights obtained should be involved in detail, so that various problems in the later cooperation process can be provided with relevant documents as a reference [1].

3.2 Developing rich school-enterprise cooperation models

In the past, the school-enterprise cooperation mode implemented by higher vocational colleges is to invite industry experts to carry out academic lectures on campus, which is not conducive to the promotion of this mode. Therefore, colleges and universities should enrich cooperation modes consciously and add more new cooperation modes on the basis of lectures. Colleges and universities for enterprises to participate in, for example, part of the rights of talent training plan, enables the enterprise to the market development trend at present to make targeted training plan changes, in this way the function of real university-enterprise cooperation mode can be effectively play, ultimately promote college students and enterprise working late to have a harmonious cooperation between [2].

3.3 Training of double-qualified teachers

Because of the lack of practical working experience of teachers in the current school, we should establish a double-qualified teaching staff. First of all, colleges and universities should do a good job in the professional training of teachers, regularly deploy some teachers to enterprises for work training, so that teachers can fully understand the actual needs of enterprise development for talents at the present stage. Secondly, colleges and universities can also introduce some talents in the industry to teach on campus in their spare time, which can effectively supplement the teaching content of teachers on campus. Finally, school-enterprise cooperation should be improved. Under the dual-tutor mode, students can not only gain theoretical knowledge, but also obtain professional guidance from internal staff of enterprises, bringing school-enterprise cooperation closer [3].

3.4 To build a new talent training base

In view of the large number of students in colleges and universities, which makes it impossible for all students to get the opportunity to practice in enterprises, colleges and universities can cooperate with enterprises to establish experimental centers. Part of the enterprise internal department introduced to within or near close to higher vocational colleges, higher vocational colleges so for students in higher vocational colleges can come into contact with the actual work opportunities will greatly increase the content of the students don't need through the distant journey to have internship in the school, in the process of internship enterprise internal talents for colleges can also use the form of direct hire, This provides a solid talent base for the future development of the enterprise.

4. Concluding remarks

In general, under the background of vigorously promoting "entrepreneurship and innovation" in China, the talent training mode of social vocational colleges has higher requirements. Therefore, the talent training plan of higher vocational colleges under the school-enterprise cooperation mode must find problems in time and solve them pertinently, so as to ensure the effect of talent training.

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