

# Research on Practical Approaches of School-Enterprise Cooperation in Agriculture-Related Universities under the Background of Rural Revitalization

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**Abstract:** After the introduction of my country's rural revitalization plan, the training and transportation of agriculture-related talents in agriculture-related colleges and universities has entered a new historical stage. In response to this call, many colleges and universities have launched agriculture-related majors and established agriculture-related professional teachers Team, use the advanced educational concepts guided by the Rural Revitalization Plan to cultivate a large number of agricultural-related innovative talents. However, in the link of talent transportation, it is easy to connect because of the contradiction between the interaction and demand between agriculture-related universities and cooperative enterprises. Starting from this, this article starts from the root of talent training in agriculture-related universities, pays attention to close communication and exchanges between agriculture-related universities and cooperative schools and enterprises, and further improves the guarantee and development of talent flow in both agriculture-related universities and cooperative enterprises. Make universities and enterprises use talents as a link to achieve common progress, promote the revitalization of talents, and promote the full completion of the rural revitalization plan.

**Keywords:** Rural revitalization; Agriculture-related universities; School-enterprise cooperation

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With the rapid development of my country's social economy, revitalizing the countryside-building a modern countryside has become the main front of my country's rural work. The development of this work is inseparable from the support of professionals in agriculture-related majors, and the model of school-enterprise cooperation in agriculture-related universities can better rely on the platform of large companies and fully demonstrate the backbone of the rural revitalization plan. However, how to make better use of the school-enterprise cooperation model at this stage still requires a lot of practice as the only way to explore the truth.

## 1. The Current Situation and Significance of School-enterprise Cooperation in Agriculture-related Universities under the Background of Rural Revitalization in

First, the source of talent transfer is the quality of education and teaching in agriculture-related universities. After a large amount of data research, we found that the agriculture-related majors in agriculture-related colleges and universities are "half-monk", so the coverage of agriculture-related majors is incomplete, the content is relatively single, and the level of teachers is uneven. As the foundation of education, the source of education Teachers play a decisive role in the level of professional professors, which also causes the lack of attractiveness of agriculture-related majors to students, and it is difficult to recruit high-quality students, in addition, the school lacks certain on-the-spot considerations when setting up agriculture-related majors, which leads to the fact that the majors set up are "totally different" to the local environment, which makes it difficult for students to carry out practice in the exhibition industry they have learned, and the students' professional ability is insufficient. It is difficult to meet the development needs of rural and cooperative enterprises to realize the ability of students to realize their majors to effectively participate in rural construction.

Second, in the process of cooperation between schools and enterprises in agriculture-related colleges and universities, there is often a hot situation in schools. Enterprises often lack the motivation to participate and the degree of participation is limited. In the traditional school recruitment, we can see the organizational strength of the school and the enthusiasm of students to participate. However, enterprises often have the initial "pie drawing" in the actual school recruitment practice and other channels, regarding

internship students as cheap labor to supplement the company's personnel mobility, students will inevitably have psychological gaps, resulting in a certain degree of job burnout. During the internship process, most of the students deal with logistics content that lacks technical content, which is in line with the students' expectations. The use of professional knowledge and the improvement of professional ability are far from each other, which may be related to the fundamental nature and tasks of the school and enterprise, as a non-profit project with certain public welfare, school education, except for private schools, its funds mainly come from relevant national organizations, while enterprises have strong profitability. In order to ensure the normal operation of enterprises, we have to adopt a cost-saving one-size-fits-all model to deal with internship students in a unified way.

## **2. Practical Strategies of School-enterprise Cooperation in Agriculture-related Universities**

### **2.1 Deepening the Training Mode of School-enterprise Cooperation in Agriculture-related Universities**

The essence of agriculture-related efficient school-enterprise cooperation is that schools send talents to schools and enterprises. Behind the mere formality of school-enterprise cooperation, we need to return to its essence to find problems. First of all, from the perspective of school introspection, "for cooperative schools" What kind of people to train "is the primary problem to be solved in school education. Talent transfer is not unconditional and aimless. Internship belongs to the work situation. Therefore, whether students and positions match, it is the key and goal of cultivating talents in agriculture-related universities. The formulation of this goal should be led by colleges and universities, combined with the employment standards of many excellent enterprises and the specific requirements of cooperative schools and enterprises. This requires students not only to learn systematic agricultural knowledge, but also to have certain office skills in order to better adapt to their work.

When formulating student training goals, our school not only pays attention to the necessary professional training, but also pays attention to the ability to use computer tools and software. Students are required to obtain a national computer level 2 or above certificate during the school period, and the certificate is obtained as a student credit evaluation. Part of it encourages and arouses students to pay attention to improving skills from the system to face the growing market needs. At the same time, our school has compiled the school-based book "School-Enterprise Cooperation and Joint Education", which mentions the employment standards of the top 500 Chinese enterprises in agriculture-related enterprises, so that students will have an understanding of the future career development direction during the school period. Understand, clarify the importance of one's own professional knowledge and general knowledge, and develop corresponding professional abilities.

### **2.2 Strengthen the Deep Linkage between Enterprises and Schools**

As far as the current linkage between enterprises and schools is concerned, the method is too single, which is nothing more than the annual autumn school recruit. Students often say "golden nine silver ten", which means that these two months are the most likely time for students to get an offer from the intended enterprise. The mode of school-enterprise cooperation in agriculture-related colleges and universities should not be limited to this, but through a variety of channels, so that cooperative enterprises can understand the school and students, deepen the interaction between the two sides, so that students have goals and enterprises have goals. For example, when schools or colleges organize some large-scale campus activities that can show students' abilities and styles, they can appropriately sponsor cooperative enterprises, invite enterprises to participate in this activity, come to the scene for guidance, and so on. At the same time, schools should also provide opportunities for students. On the one hand, they should use students' holidays to carry out the "proposed working state" experience, "Integration of work and learning" makes the internship activities of school-enterprise cooperation a normal way of linkage. On the other hand, students are regularly invited to visit the target cooperative enterprises to understand the working environment and humanistic environment of the enterprises, so that students can know fairly well in their future choices and form a good goal orientation for students. Enterprises can also consider how to use the professional advantages of college students and corporate goals in the future development through the work ability and professional quality shown by students in the internship activities, so as to promote the update and development of enterprises with the times.

### **2.3 Two-track Student Practice Mode**

For the specific methods of student internship, online and offline can be adopted. For some online work of documents, enterprises can clarify the specific conditions and contents of documents to students through internship training manuals, and match appropriate previous document templates for reference by internship students. Students can independently complete online and submit them within the time required by the company. On the one hand, online internship can save both the cost of the company and students, on the other hand, it can also effectively ensure the normal work of the company and exercise the students' ability. For the offline

traditional internship mode, in order to avoid the marginalization of successful internship students from technical work, the school should reach an agreement with the cooperative school enterprises to ensure that the cooperative school enterprises should carry out “pass-help-lead” internship teaching after the students take up their posts. Through the mentoring system, students can participate in technical work, assist experienced staff to complete the work, participate in project meetings, staff meetings, etc, at the same time, when the internship students encounter problems in their work, they can also consult the old employees more directly, so as to prevent the students from becoming headless flies after entering the internship. They do not know who should be responsible for the work, and put an end to the situation that “interns” are prone to sit on the bench. In addition, for cooperative enterprises, the “pass-help-belt” of old employees can effectively realize the management of internship students and avoid the complexity and confusion of personnel management in the company.

## **Concluding remarks**

The deepening of the linkage between agriculture-related universities and cooperative schools and enterprises led by the “unification of work and learning” is still under exploration, but through existing practice, it has proved that this is very likely to be able to encourage the development of agricultural talents and promote cooperative schools. The new driving force for the continuous wave of reforms is a win-win situation between agriculture-related universities, cooperative schools and enterprises, and students. On the road of exploration and practice, we will surely realize the completion of the “integration of work and learning” system theorization with a rigorous attitude and scientific academic spirit, and provide practical theoretical guidance for the school-enterprise cooperation model of agriculture-related universities, thereby promoting the full realization of the rural revitalization plan.

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