

Long-Term Guarantee Mechanism of School-Enterprise Collaborative Training of New Business Students

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ABSTRACT

The Cross border development of new business puts forward a new mission for the cultivation of cross border business talents in colleges. Cooperative education between colleges can provide technical support for the training of new business students. At the same time, schools also provide enterprises with new business students that adapt to the rapid development of the market. At present, the problems of innovation, management risk and enterprise participation in school-enterprise collaborative training in China need to be clarified from the aspects of top-level legal design, local supporting system and the legalization of school-enterprise agreement, so as to ensure the long-term development of school-enterprise collaborative training of new business talents.

Keywords: School-enterprise collaboration, New Business Studies, Guarantee mechanism.

1. INTRODUCTION

"New business Studies" is closely related to the market, and the training of new business talents in higher vocational education needs to give full play to the role of school-enterprise cooperation and collaborative education [1]. There are many drawbacks in the existing school-enterprise cooperation, which leads to the occasional school-enterprise cooperation in the cultivation of new business students. In China with the development of market economy, in order to realize the sustainable development of national economy, it is necessary to establish a complete legal guarantee system of school-enterprise cooperation to support the school-enterprise cooperation training of new business students in China from the institutional level [2][3].

2. CULTIVATION TREND OF "NEW BUSINESS STUDENTS"

2.1. The background of the development of "new business studies"

With our country's deepening of financial supply-side structural reforms and the rapid development of information technology, the "Internet +" new business model has become the new normal of modern business development, and various composite

and financial business occupations have spurred out. Taking the Internet as the platform, new business combines information technology, big data technology, cloud technology, IOT technology and mining technology with traditional business. Today, 5G technology has entered full commercial use. Artificial intelligence, cloud computing and other technologies will lead China's financial technology, smart logistics, cloud marketing and other commercial service industries to an era of high-quality and high-speed development. New business and career patterns have reshaped the new job demands of modern business.

Oriented by promoting employment, higher vocational schools closely match technological progress, changes in modes of production and demands for social public services. Under the great changes in the market, the "new business studies" of colleges was born. "New Business studies" is a continuation of the traditional business and a new concept of economic management education under the concept of "new liberal arts". It covers traditional business majors such as finance, accounting, logistics, e-commerce, tourism, etc., it also incorporates new technologies such as the Internet, big data, block chain, and artificial intelligence. In view of this, the cultivation of new business talents in higher vocational colleges is driven by knowledge, intelligence and data, to cultivate high-quality skilled

talents who master Internet technology, have new business ideas and are familiar with the operation of the

2.2. The new mission of "new business studies" talent training in higher vocational colleges

With the advent of the "Internet +" era, the full commercialization of 5G technology provides a good technology platform and environment for the transformation of new businesses. In order to conform to the development needs of the "Internet +" era, China's higher vocational education emphasizes the reconstruction and innovation of talent cultivation mode [5][6]. The talent cultivation of new business should closely follow the development opportunities of "Internet +", be in line with social development, and cultivate multi-level, diversified and multi-types of new business talents [7]. Compared with the traditional business, the new business talent cultivation is faced with the reform mission in many aspects. First of all, the characteristics of "fusion" of new business are the crossing of disciplines and the fusion of knowledge. The new requirements for the quality of new business studies, It is not only embodied in professional business knowledge, but also in some new technologies and methods, such as cooperation and negotiation skills, data mining and analysis technology, intelligent optimization technology, collaborative decision-making method, new business model operation method, Internet of Things knowledge and so on. The second is knowledge integration and ability expansion of new business talents. Traditional business subjects focus on students' mastery of single professional knowledge and "hard core" of job competence. The new business studies pay more attention to general professional abilities, the core quality of business specialty. Students are required to have a sense of innovation, business management capabilities, inherit business culture, have the spirit of teamwork and organization and coordination, be good at communication and have the comprehensive qualities of a core team leader. Finally, match the actual industry. The training of integrated knowledge and professional ability of new business is difficult to obtain from simple classroom teaching. School-enterprise cooperation is an effective way to train new business talents. In terms of teaching, it is necessary to introduce relevant personnel from enterprises to the school for lectures and part-time teachers; In teaching practice, in-depth school-enterprise cooperation, practical simulation training, workshop projects, pioneering park projects, in-post internship, graduation internship to improve the vocational ability.

whole industrial chain of new business [4].

2.3. A new model for school-enterprise collaboration to cultivate new business talents

With the transformation and development of commerce, higher vocational industry education collaborative education has mainly experienced the evolution of three models [8]. These three models reflect the gradual deepening process of business industry education collaborative education. At present, it exists simultaneously, interacts and evolves in the business education in higher vocational colleges [9]. The first mode is a single, directional cooperation based on students "going out". In this mode, school-enterprise cooperation is mainly manifested as student-employment-oriented in-post internship. The school is the active party for cooperation, and the company usually does not have strong cooperation enthusiasm and initiative because of the lack of initiative in the internship time and the selection of interns. Unlike engineering, which sends a large number of interns to enterprises, business enterprises are loose and numerous, and they cannot provide a large number of internship jobs, resulting in lower student management efficiency. The second mode is to introduce enterprises to the platform of mutual assistance, industrial education docking. This mode is mainly manifested as the construction of the training base of "factory in school ". For "new business", enterprises do not need large-scale production lines and hardware facilities. School-enterprise cooperation is carried out with entrepreneurial incubation projects. Schools and enterprises have begun to devote themselves to the construction of "virtual full simulation, full process" business work scenarios. The third mode is the co-education sharing and strategic alliance of the deep integration of industry and education. It is mainly an interest complex and collaborative alliance built by schools and enterprises to cultivate talents. Enterprises are deeply involved in the cultivation of talents in schools. For example, the establishment of new business majors, curriculum standards, and practice methods all absorb the opinions of enterprises and industry experts.

3. CHALLENGES OF SCHOOL-ENTERPRISE COLLABORATION IN TRAINING “NEW BUSINESS STUDIES” TALENTS

The development of new business is an inevitable trend of the market economy, and the cross-industry integration of new business forces the cross-disciplinary integration of business majors. The orientation of application-oriented talent training in higher vocational colleges, combined with the trans-boundary knowledge and accomplishment of new business talents, requires that the training of new business talents in higher vocational colleges must rely on the market, industry and enterprise, and break through the simple knowledge teaching of traditional education [10]. The introduction of school-enterprise collaborative education mode is widely accepted by new business talents training in higher vocational colleges at present. However, there are some challenges and bottlenecks in the practice of school-enterprise collaborative education.

3.1. School-enterprise cooperation superficial, collaborative training innovation is insufficient

The school-enterprise cooperation and apprenticeship training model of higher vocational colleges can better realize the professionalism of new business studies [11]. However, due to the school-enterprise cooperation at the present stage, enterprises only provide employment and internship positions for students, and enterprises have not really gone deep into the campus to participate in the formulation of personnel training, the exchange between teachers and enterprise technicians, the spread of industrial culture and other multi-dimensional perspectives of new business personnel training. As a result, there is a high degree of homogeneity in the new business major in higher vocational colleges in China. There are few colleges that can reflect the brand and specialty construction characteristics of the new business major. Students' innovation consciousness is far behind and meets the needs of the society. To explore the root causes, school-enterprise cooperation is still in the stage of exploration. What roles should schools and enterprises assume, especially in the mode of collaborative education, how to allocate the rights and responsibilities between them is a big problem in the institution design of schools and enterprises. The existing national laws, regulations and policies all guide the school-enterprise cooperation from the macro perspective and cannot be applied to the practice of school-enterprise cooperation. In addition, the cultivation of new business talents is needed to reflect the characteristics of different industries with commercial innovation talents. It is also inevitable that

there will be omissions when such system is made only by schools and individual enterprises.

3.2. Lack of school-enterprise co-management, teachers management education work heavy

At present, vocational colleges have fewer teachers and more students. In many cases, full-time teachers are too tired of the work of student management to educate students [12]. The teacher's management of students is only strictly in accordance with the school's various student management systems for evaluation, ignoring students' thinking, psychology, life and behavior habits in the learning process. Especially in the students' off-campus practice activities, relying solely on the management of teachers cannot realize the problems of off-campus supervision, safety guarantee, and curriculum conflict. In the process of students' practice, enterprises also focus on students' skills and operation steps rigidly. They have no time to pay attention to students' understanding and deepening of what they have learned in school, and the inheritance of business culture is missing. This leads to the disconnection between the knowledge learned in the school and the actual operation, so that the students only understand the theory of knowledge and do not know its application in the school-enterprise collaborative training of "integration of work and study", which greatly weakens the enthusiasm and initiative of students in learning. How to enable teachers to focus on the cultivation of students' comprehensive abilities and the integration of the market requires higher vocational colleges to initiate dialogue with companies, formulate an internship practice system for teachers and corporate technicians, and give full play to the advantages of school-enterprise co-management of talent training.

3.3. The right guarantee of school-enterprise cooperation is unclear

The interactive development concept is an important part of the scientific development concept. It aims at mutual benefit, is built on the basis of harmonious development, pays attention to the positive interaction and changes between relevant elements, and advocates the construction of a benign interactive development model. The purpose of school-enterprise cooperation of new business should be to cultivate high-quality and high-skilled new business talents through the cooperation between schools and enterprises, so as to maximize the benefits of both schools and enterprises [13]. At present, the bottleneck encountered by school-enterprise cooperation in our country is manifested in the following aspects. Firstly, the school-enterprise cooperation institution is still at the level of national policy, and the relevant documents and provisions are relatively principled. The rights and obligations of both parties in school-enterprise

cooperation do not rise to the level of law, and the protection of the interests of both parties is not strong enough. Secondly, the existing national and local regulations on school-enterprise cooperation tend to consider from the perspective of personnel training in higher vocational colleges, and lack of interest protection for enterprises in school-enterprise cooperation. Finally, The school-enterprise cooperation agreement signed by enterprises and schools only stays in the acceptance of students' internship and practical training, failing to grant enterprises the right to participate in the formulation of professional teaching plans, arrangement of teaching contents, curriculum setting and other issues, and enterprises' internship assessment of students is also easily ignored by the school. The lack of legal system to protect the school-enterprise collaborative training model, weakened the enthusiasm of enterprises to participate.

4. SUGGESTIONS ON THE GUARANTEE MECHANISM OF SCHOOL-ENTERPRISE COOPERATION IN CULTIVATING "NEW BUSINESS STUDIES" STUDENTS

In view of the vocational and application characteristics of higher vocational colleges, it has a natural connection with industrial economy. In particular, "new Business" in higher vocational colleges is the most direct feedback to the market, and the market dependence is relatively high. Therefore, the mode of school-enterprise collaborative training of "new Business" talents should not only be sorted out and improved from the internal talent training program of higher vocational colleges, but also to clarify the relationship between higher vocational colleges and the government and enterprises.

4.1. Systematic construction of the "central-local" legislation on vocational education

At the moment when China is revising the Law on Vocational Education, it gives enterprises the legal status of participating in school-enterprise cooperation from the top level of law, and clarifies the rights and responsibilities of enterprises in school-enterprise cooperation. On the basis of the Measures for Promoting The Cooperation between Vocational Schools and Enterprises, the Regulations on Promoting the Cooperation between Schools and Enterprises in Vocational Education shall be formulated to clarify the specific rights and obligations of both parties in the cooperation between schools and enterprises in the form of regulations, so as to make the cooperation between schools and enterprises legal to be followed and more operable. Such as the remuneration and risk

apportionment during student internship, the continuing education and part-time work of enterprise employees, and the evaluation index of teachers' enterprise training. Admittedly, national laws cannot solve all the problems of school-enterprise collaborative education, and the goal of talent training in higher vocational colleges is to serve the regional economy. China has a vast territory and abundant resources, and each region has its own characteristics of economic development. In view of this, in the school-enterprise cooperation education aspect also needs the local institution corresponding supporting system. In combination with local development, each region should issue as soon as possible the qualification certification standards for school-enterprise cooperation, the reward and punishment system for enterprise-school-enterprise cooperation, and encourage local education administrative departments to cultivate third-party institutions, and carry out differentiated appropriations and dynamic adjustments of per-student funds based on the performance of third-party institutions.

4.2. "School-administration-enterprise" three-dimensional system co-construction

In the background of promoting the modernization of national governance, the government has continued to change its role, transforming to a service-oriented government through reform of its own functions. In the field of higher vocational education, the transformation of government functions is to build a school-enterprise platform for higher vocational colleges and enterprises. In building the school-enterprise cooperation platform of "new Business" in higher vocational colleges, the service-oriented government, on the one hand, should meet the social economic needs and play the role of the government in promoting the school-enterprise cooperation of financial support, services, policy guidance, and publicity guidance. Promote the introduction of funds from all aspects of society into higher vocational colleges, so that good projects and good schools can obtain more social capital, and continuously optimize the allocation of social resources in higher vocational colleges. On the other hand, the public welfare of higher vocational education also requires the government to supervise and evaluate schools. The government provides a way for industries and enterprises to participate in the "new business" school-enterprise collaborative education in higher vocational colleges in accordance with the established legal system. Public opinion should be encouraged to participate in the construction of "new business" in higher vocational colleges, and the external evaluation of talent training in "new business" in higher vocational colleges should be taken into consideration by the government in the financial allocation of higher vocational colleges.

Higher vocational colleges should show an open and inclusive attitude towards cooperative enterprises' participation in the training of new business talents in the institution. Provide sufficient convenience for enterprises to enter the school, and refine the security system for enterprises to enter the campus. Such as the introduction of the industry professor institution, the evaluation of industry professors needs to be distinguished from the evaluation system of full-time teachers, considering the professional skills of industry professors, and designing a systematic institution from the aspects of selection, employment, management, assessment and incentives. At the same time, the government should not only encourage school-enterprise cooperation in macro policies, but also provide specific supporting laws and regulations in tax, fiscal subsidies, financial preferences and other aspects to encourage enterprises to participate in school-enterprise cooperation. At the same time, provide classified guidance for school-enterprise cooperation, according to the characteristics of school-enterprise cooperation set various indicators scientifically, the school and enterprise cooperation training of new business should be more prominent in students' innovation consciousness, social satisfaction, social services, industry recognition. In addition, enterprises should also fully carry forward the cultural spirit of new business cooperation, give full play to corporate social responsibility, and plant the idea that enterprises and schools are a community of common destiny, and provide backup support for the training of new business talents.

4.3. School-enterprise contract system mutual benefit

School-enterprise collaborative education is carried out on the basis of school-enterprise cooperation agreement. From the point of view of legal nature, school-enterprise cooperation agreement is a civil contract, the core of which is the spirit of contract, and both parties agree to balance their interests. School-enterprise cooperation is the result of an agreement reached between the enterprise and higher vocational colleges. However, due to the different positions of the parties and the different interests and goals, the school-enterprise cooperation association needs to make clear a regulation in school-enterprise cooperation agreement, in addition to students into the practice of the enterprise, also need to provisions of enterprise security responsibility during the internship, giving companies first chooses high-quality talent. Enterprises are endowed with the right to use the school's existing sites and equipment to establish training bases and carry out corporate training. Clarify the compensation methods and standards for the loss of machinery and equipment used in the training base of the company, and the labor compensation for the

company's part-time teachers and professional and technical personnel for training in the school. It stipulates the rights and responsibilities of enterprises in personnel training programs, curriculum settings, evaluation standards, cultural inheritance, etc., as well as accountability after breach of contract.

The innovation and development of higher vocational colleges cannot be separated from the support of industry enterprises, and shallow school-enterprise cooperation cannot meet the development needs of new business subjects in higher vocational colleges. How to develop school-enterprise cooperation in depth? The protection of rights and the distribution of responsibilities for enterprise participation are the primary issues. Driven by the interests of enterprises, enterprises should explore the balance of interests between school and enterprise cooperation. At the same time, enterprises need to pay more attention to the ethical requirement of social responsibility and take the promotion of long-term school-enterprise cooperation as their responsibility.

5. CONCLUSION

The target orientation of training applied talents in higher vocational education determines the path of talent training which must be the integration of teaching and practice. Over the years, domestic higher vocational colleges have been committed to exploring the path of in-depth school-enterprise cooperation theory and practice. Based on the "Internet +", the new business discipline has its trans-boundary and comprehensive characteristics, which determines that the talent cultivation of the new business discipline is a typical trans-boundary cultivation mode, which combines the talents cultivation mode of the government, industry enterprises and schools. Therefore, the vocational ability training of new business college students requires a gradual accumulation process from low to high. The flexible characteristics of their skills determine that the training of new business talents must follow the laws of education, industry and career development, and implementation is different from The road of "school-enterprise cooperation and collaborative training" of traditional teaching.

In the mode of school-enterprise collaborative cultivation of new business talents, a guarantee mechanism for school-enterprise collaborative cultivation of talents is more needed than the reorganization and improvement of talent cultivation programs within schools. The first is to strengthen the legislative system for school-enterprise cooperation in vocational education and build a complete legal protection system. The second is to formulate preferential policies such as tax incentives and financial subsidies based on the control of the government, encourage and guide school-enterprise cooperation, and

conduct regular school-enterprise cooperation evaluation work. The third is to establish the spirit of contract between schools and enterprises, clarify the rights and obligations of both parties with school-enterprise cooperation agreements, balance the interests of both parties, and ultimately achieve a win-win situation.

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