

Discussion on "order type" talent cultivation model in College-enterprise Cooperation

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Abstract—Nowadays, most of higher vocational institutes orient their educational policies to skill and employment with an advocacy of college-enterprise cooperation, searching a better balance between work and study for mutual benefit, achieving a win-win situation at last. The college-enterprise cooperation is recognized as an effective model to occupational education training, which has caught a big weight in educational reform of our country. "Order type" is the crystallization of school-enterprise cooperation, which can improve students' comprehensive abilities, practical ability, and the occupational ability. "Order type" is also an effective mode for the talent training, as a shortcut to help solve students' employment problem. After enhancing the pertinence and applicability of the personnel training, "order type" could achieve the "win-win-win" situation among the college, the enterprise, and the students themselves.

Keywords- higher vocational education, college-enterprise cooperation, "Order type" talent cultivation.

I. INTRODUCTION

At present, China's economic and social development has entered a new historical stage, which means China has to take the transformation style of the economic development as a main route to carry out. Considered our basic national conditions, the economical reform combined with the new features of our country apparently would promote the scientific development. Speeding up the transformation of economic development need the help of occupational education, especially the higher occupation education to provide the guarantee of powerful resource in skilled talents. In the "National medium and long-term education reform and development program", we can see that: "By 2020, developing the occupational education should be the need for adapting to the change of the economic development, the need for adjustment to industrial structure, the need for meeting the requirements of economic, and the social need of high-quality workers and skilled talents." The higher occupational education as an important part of the whole occupational education is characterized by its application and practice. Cultivating the applied talents with high quality to the forefront for production, construction, management, service can really reflect the characteristics of a higher occupational education. Which mode of talent training could operate effectively is the key problem.

II. OBJECTIVE AND SIGNIFICANCE TO SCHOOL-ENTERPRISE COOPERATION

With the objective demand of occupational education and the common development of enterprises, the implementation of college-enterprise cooperation is a certainly effectively educational mode which demonstrated the characteristics of occupational education. The important means to accelerate sustainable development of education and production including: to strengthen the cooperation between colleges and enterprises, to combine with the production and teaching, to bring up mutual support, mutual penetration, two-way intervention, complementary advantages, resource sharing, and the mutual benefit between colleges and enterprises, all of which could realize the modernization of enterprise management and the occupational education. Promoting the development of productivity and accelerating the educational development of enterprise's own talents are also the effective means to speed up the development of science, technology, economy and business.

As an eternal theme to occupational education and training, college-enterprise cooperation In played a decisively traditional role during the development of education in China. Under the combination of study and work, college-enterprise cooperation followed the law of employment development, which embodied characteristics of cultivation ways and the modes of the occupational education's skilled personnel training. At present, the research on the model under college-enterprise cooperation in China is very active and the modes can be summed up are not just dozens. But the current mode of college-enterprise cooperation and the professional construction in our country are still far from achieving the desired level. Many colleges still regard the college-enterprise cooperation as a simple definition which is to send the students to the enterprise for internship [1]. We believe that, in order to improve the occupational education quality, we must stand in the angle of college and consider the development of school-enterprise cooperation comprehensively. Taking cooperative operation, cooperative education, and cooperative development as the main line, the college-enterprise cooperation will adapt to the enterprises' demand and promote the college to cultivate the talents with high skill [2].

III. CHARACTERISTICS ON "ORDER TYPE" TRAINING

The implementation of the "order type" talent cultivation mode is an important form of college-enterprise cooperation, which is also the outstanding form of work-study combination in higher vocational colleges. As an effective way to meet the demand of the enterprises' talent and the talent cultivation in higher vocational colleges, "order type" talent training is oriented by employment and trying to realize the "seamless" abutment between the college and enterprise. The talent training scheme is jointly formulated or revised by college and the enterprise both with the aim to customize the talent for enterprise. The implementation of "order type" training is the key to the cooperation between colleges and enterprises in-depth and effective, and the enterprises should fully participate in the process of talent cultivation [3]. This mode is conducive to the integration of social superior resources and fully mobilizes the enthusiasm of colleges, enterprises, and the students. It realizes a high pertinence and efficiency to teach students in accordance with their aptitude, and as a consequence to realize a harmonious situation among the enterprise, the college, and the students [4].

The talent cultivation of the college in "order type" model targets the satisfaction of the cooperative enterprise's demand as their essence of the occupational education. The main content is to set up the "order type class" for the cooperative enterprises to develop the occupational ability. The main way is to combine the education with the practical production of the cooperative enterprises in order closely. On the premise of the ordered students' employment guarantee, the mutual participation between college and enterprise could cultivate talent in "order type" for the cooperative enterprise with technology and application. It is the sum of the requirement determined jointly by the higher vocational colleges and the cooperative order enterprises in followed points: the order quantity, the specification requirements, the specific talent's training target, teaching content, training methods, practical training, performance appraisal, quality control, students' employment and the relevant mechanism [5].

Though the "order type" training, the higher vocational education transformed from the traditional teaching system to the modern one, improving students' occupational and cultural qualities, solving problem of hard employment to students. The "order type" training also played an important role in being gradually recognized by the society and enterprises. "Order type" mode of talent cultivation, as an attractive project, has achieved remarkable effect and is current to be realized, studied, explored and practiced by numerous higher vocational colleges.

IV. PROBLEMS IN "ORDER FORM" TALENT CULTIVATION MODE IN COLLEGE-ENTERPRISE COOPERATION

Due to the difference between the "order type" personnel training in college-enterprise cooperation and the existing training model in higher vocational colleges, inevitably it will encounter several problem or potential crisis during the implement. So according to the relevant theory combined

with traditional training mode of "order type", we should investigate the reasons of problems from four angles: the enterprises, the colleges, the students, and the operating mechanism.

Most of enterprises pay little attention to vocational technical education. The enterprises lacked a long-term plan of the talent demand and considered that the talent cultivation is the main work of the school instead of the enterprises, so enterprises' enthusiasm to participate in the talent training is not high enough. At the same time, many higher education institutions present a more serious phenomenon of "vocational education is equated with the general education". Some colleges still implement the traditional education mode whose skill training is not enough in discipline, systematicness, and the occupation. They copy the whole method of the general education, which cause the result that the scheme of the "order type" training is pretty imperfect and cannot reflect the requirements of the job.

There is obvious disparity to the enterprise's demand for specialty setting, training mode, curriculum, teaching process and so on. The system and mechanism of school-enterprise cooperation on talent cultivation has no specification. In execution of "order type" training, two stages are consisted of, one is the training stage in school, mainly in charge by professional teachers; the other is practical internship stage, mainly responsible by the enterprises. The lack of communication between school and enterprises embodied two aspects: the enterprise don't acquaint with the students at school while the colleges are beyond their grasp to the students in enterprise. Two processes are separated from each other so that the process control is not enough, with a consequence that the training cost and the quality can not be guaranteed.

The "order type" talent cultivation model in college-enterprise cooperation means students' employment is guaranteed in the form of law when students and the enterprise signed the talent training agreement. As a shortcut between the vocational graduates and employment, the "order type" training has become a synonym to high employment rate. "Order type" training puts employment as the principal standard of education, which leads to the students and the teachers are both eager for quick success and instant benefits during education and teaching in higher vocational colleges. The colleges take employers' job skills needs as standards to cultivate the talents, emphasizing the economic function of education too much, which must ignore the moral education. As a consequence, the cultivation brings about an "unemployed have industry" complexion only. Due to the lack of overall occupational design to students' lifelong and sustainable development, students' skill abilities has caught up greatly, whereas the ability is of universal shortage in organization, coordination, communication, cooperation, adaptability and so on. Some people's general abilities are lacking too, such as integrity, dedication, truth-seeking, kindness and some other humanities quality, which can't meet the demands of the new era and also have a bad influence over students' comprehensive competitiveness in their future occupation career.

The enterprises always fight for a common goal that is to pursue the maximum profit, and hence there must be short-sighted behavior existed in the process of running a school. For interests, the phenomenon of bringing the enterprises in instead of college's systemic education has betrayed its original intention, which has often appeared in the college-enterprise cooperation. Because the enterprises' main pursuit is to get profit from production and management, they want to take advantage of cheap labor more strongly but really participate in college's teaching. Furthermore, the enterprises usually have difficulty to keep the college students for a long time because the internship students always have a poor stability. As an obvious consequence, the enterprises preserved the knowledge of the key technique and have no devotion to the students. The above conditions summarized, the enterprises won't be able to retain the talent while the students won't obtain the technology. In college-enterprise cooperation, the higher vocational colleges are weak in the cooperative ability, the product research and development ability, and the service ability, which have no attraction to the cooperative enterprises. As the main body of market economy, the enterprises take getting profit as their mainly operating target. The enthusiasm involved in the occupational education development is determined by its business objectives. A lot of enterprises that participated in the occupational education will get loss in the benefit directly or indirectly. So, whether to participate in the college-enterprise cooperation or not, for the sake of the enterprise's investment, there is no obvious impact to the profit. If there are no incentive policies and regulations from the government, the enterprises wouldn't obtain talent through participating in the occupational education directly.

From the point of the enterprises, under the college-enterprise cooperation mode, the enterprises are no longer just as the external auxiliary conditions but one of the most important factors in school's structure. With the influence of the traditional education, the current cooperation between the higher vocational colleges and the enterprises are established just to take business as a part of carrier to the whole educational process, which put enterprises on a passive position. The proper college-enterprise cooperation should be an all-round one. It means that the enterprise should participate in the whole process of the qualified personnel training, not only provide the training places for students, but also have to reflect their own needs in terms of personnel selection, curriculum development, academic evaluation, which fully shows the dynamic role of enterprises.

Training applied talents in the higher vocational colleges, requires teachers have a higher cultural and academic level, strong ability in teaching and research, and have a professional practice skills. The "order type" model should follow up industry's developmental features and the requirement of the enterprise employment closely. To strengthen the communication and cooperation with the employer is the precondition of the "order type" model; in addition, to adjust the professional body and the teaching content is another necessary condition. Making full use of the educational advantages from the college-enterprise resources combines with paying attention to the talent cultivation in occupational quality, which can strive to build a platform for training the excellent talent. In the higher vocational colleges, most of the teachers are lack of practical knowledge, and their practical ability is comparatively weak too. Therefore, the higher vocational education should be based on the existing teachers; so, the higher vocational colleges should make more training scheme for the young teachers. It could enhance the young teachers' practical ability to create more opportunities for them to participate in the enterprise's work training directly. And moreover, the higher vocational colleges should actively encourage the teachers to participate in various qualification certificate examination, which could gradually help the colleges cultivate more experts and more composite-type teachers. To hire the experienced technical staff that can be qualified in teaching requirements from the enterprises or the scientific research departments to take part in the curriculum and to instruct some practical activities will inject the new vitality into the teaching activities. On the other hand, such introduction can drive and train the young teachers' enthusiasm, helping the young teachers improve the practical ability and providing a guarantee for the teacher cultivation.

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