

# Study on the Deep Cooperation Mechanism between School and Enterprise from the Perspective of New Enterprise Apprenticeship System

Jianmin Chen

Wenzhou Polytechnic, Wenzhou, Zhejiang, 325035, China

## Abstract

With the rapid development of education in China, as well as the more frequent School-enterprise cooperation, China's talent education and economic development have been positively affected to varying degrees. Over the past few years, New Apprenticeship has been developed as a new method for schools and enterprises to work together to cultivate new development models. Apprenticeship model is more suitable for school and enterprise cooperation because it can promote communication between schools and enterprises and ensure targeted training work. The operation mechanism of School-enterprise cooperation model under the new model of enterprise apprenticeship has made some improvements on the traditional basic education model of apprenticeship, making it more in line with the development needs of The Times. By analyzing the characteristics of the new apprenticeship model of enterprises, this paper explores the problems existing in the operation of School-enterprise cooperation, and puts forward suggestions on improving School-enterprise cooperation and realizing comprehensive development in combination with the new apprenticeship model of schools and enterprises.

## Keywords

Enterprise New Apprenticeship; School-enterprise Cooperation; Apprenticeship.

## 1. Introduction

Talent training is a long and continuous improvement and optimization of the development process, and the apprenticeship training model has always been one of the preferred talent training models of most schools.

However, to use the apprenticeship model means to establish a good cooperative relationship with enterprises. Therefore, many colleges and universities are actively seeking opportunities to cooperate with major enterprises in the society, and taking this opportunity to create a new apprenticeship model and accelerate talent training.

In the process of cultivating talents, a new apprenticeship mechanism is used, and targeted training courses are provided, so that talents can fully enjoy practice in the process of learning. Making full use of this model is conducive to safeguarding the interests of both sides.

However, there are still many problems in the process of bilateral cooperation, and the relevant operational mechanism is also to be effectively implemented. Therefore, it is still necessary to conduct continuous research and discussion, and promote its comprehensive development in combination with the actual situation.

## 2. Overview of New Apprenticeship System in Enterprises

### 2.1. Development of New Apprenticeship System in Enterprises

With the arrival of the new era, the intelligent manufacturing industry is rising rapidly, and both the society and enterprises have increasing requirements for talents. The purpose of vocational schools is to cultivate all-round talents who meet the requirements of The Times and meet the job requirements.

Therefore, School-enterprise cooperation has achieved a pivotal position in the development of vocational schools.

In July 2015, the first year after the Ministry of Education issued the Modern Apprenticeship Pilot Document, the Ministry of Human Resources and Social Security and the Ministry of Finance jointly issued the Notice on the Pilot Work of New Apprenticeship in Enterprises (issued by the Ministry of Human Resources and Social Security (2015) No.127) and formulated the Pilot Work Plan for New Apprenticeship in Enterprises.

Then people club department and the Ministry of Finance in 1012, 2018 and issued "about fully implementing enterprise's opinions on the new apprenticeships, his thought more comprehensively than in the past, efforts in supporting policies obviously increase: the first is changed on positioning, achieved from" innovation ability training "to" innovative talents with Chinese characteristics "of change;Second, the scope has changed, that is, it has realized the transformation from "3-5 large enterprises in various provinces and regions" to "comprehensively implementing apprenticeship system for all kinds of enterprises", which means that the scope will include major enterprises in the secondary and tertiary industries.

### 2.2. Characteristics of the New Enterprise Apprenticeship Talent Training Model

The new model of enterprise apprenticeship training has the following characteristics: first, students have a variety of identities, they are not only students, but also employees of enterprises.

Enterprise recruitment is to recruit students, and new employees into the enterprise, in fact, is equivalent to entering a new school.

It is equivalent to another form of practice mode, but more advanced than traditional practice. Apprentices are ordinary students when they go to school. They learn cultural courses in school and gradually master the theoretical knowledge and practical skills required for their jobs in the talent cultivation mode.

In the enterprise, they have the employee status, and they must participate in the post practice, and they can get the salary issued by the enterprise.

Secondly, talents under the new model of enterprise apprenticeship can actually be trained by two masters, that is, they are guided by knowledgeable seniors in the enterprise and professional teachers in the school.

The enterprise is specially equipped with mentors to guide apprentices, who shoulder the responsibility of guiding young people to master the professional skills required by the post.

While in school, students also need to accept the guidance of professional tutors and receive professional knowledge training, which is obviously a special way for the students who are not deep in the world.

Thirdly, alternating learning means that apprentices are learning alternately in School-enterprise cooperation. The academic system is more flexible and has diversified management methods. To some extent, the contradiction caused by alternating learning can be solved, and the work can be completed in the study, so as to realize the real integration of learning and learning.

Finally, the Ministry of Human Resources and Social Security and the Ministry of Finance will issue funds specifically for training to ensure the implementation of the new apprenticeship system in schools, and enterprises should also allocate part of the training funds to support the new apprenticeship training, so as to promote cooperation among various parties and achieve a win-win situation.

### **3. Problems Existing in the School-enterprise Cooperation Operation Mechanism of the New Enterprise Apprenticeship System**

#### **3.1. In the Process of Operation, Some Schools and Enterprises have Blurred the Essence of the System**

Some schools are not fully aware of the importance and impact of the new apprenticeship system. The purpose of training employees through the new apprenticeship system is not only to meet the employment needs of enterprises, but also to cultivate strong professional talents, strengthen the sense of harvest of training personnel, let them recognize the purpose of enterprises in work, play the leading role of teachers, and realize the multi-win of schools, enterprises and apprentices.

Also have schools that formal cooperation contract with the enterprise, formulate training plan, students will be delivered in the enterprise will be able to complete the task, therefore, the school in the teaching process did not play a proper role correctly, there is no deep understanding to the enterprise to talented person's demand, not arrange training courses, no independent to join the management process.

It is difficult for students to accurately convert the theoretical knowledge they have learned into practical experience after entering the enterprise for internship, which results in the failure of the school to truly show the training purpose in the implementation of the new apprenticeship system.

#### **3.2. The New Apprenticeship System is Unreasonable in the Development of Training Programs**

Generally speaking, the main way of School-enterprise cooperation is to sign a training agreement, in which each party assumes part of the responsibility for training talents. But there are actually big problems with this approach, for example, in the overall coordination process, and there are also a lot of problems with implementation.

After the formal cooperation is reached, no professional evaluation is carried out in the formal training process and the formulation process, that is to say, no discrimination is made in the design of the training program, so the final effect may be affected.

From another point of view, the new apprenticeship system is a brand new employment model that can help accelerate the development of enterprises. If enterprises ignore the significance of practical training, it will lead to the difficulty of normal communication between schools and enterprises.

From another point of view, the data of students' basic majors and personal abilities cannot be shown correctly, and the apprenticeship system of enterprises will not affect these students.

In addition, the personal quality of teachers in enterprises is not high enough. When talents begin to receive training through recruitment but encounter problems, these teachers are unable to solve their doubts in the drama. After the end of apprenticeship, the skill level of students does not significantly improve.

From an objective point of view, Li Aquinas, there are certain problems in the basic courses and vocational quality training courses set by schools and enterprises, which, to a large extent, limit the development of School-enterprise cooperation.

### **3.3. The Curriculum System of the New Apprenticeship Model is not Scientific**

The cooperation between colleges and enterprises is for a win-win situation. Through cooperation, schools will get partial financial support, while enterprises' needs for talents can be met.

When this new system is applied to the cooperation between universities and enterprises, if the lack of relevant theoretical support, it will seriously affect the effect of School-enterprise cooperation, and even the most basic goal is difficult to achieve. There are still some problems in the course setting of this new model, such as unreasonable and unbalanced professional basic courses for students, which further affects the learning effect of students.

Some colleges and universities themselves do not have high level of teaching ability, even if students receive a period of training in the school, it is difficult to master skilled skills, or even grasp basic knowledge.

In addition, many colleges and universities do not pay attention to the cultivation of talents, so they have no time to make full use of the existing funds to improve the teaching facilities for students, do not know how to provide a lot of practical opportunities for students, and do not pay attention to the enhancement of teachers' surplus capacity. As a result, the overall level of schools is not high, which will affect the effect of School-enterprise cooperation.

If this is the case for a long time, the new apprenticeship model set by enterprises will be incompatible with the educational level of colleges and universities, which will lead to the postponement of talent training plan and have an impact on the social and economic development of our country.

## **4. Effective Ways to Deepen School-enterprise Cooperation under the New Apprenticeship System**

### **4.1. Build a Perfect School-enterprise Cooperation Platform and Strengthen Cooperation**

Constructing a perfect School-enterprise cooperation platform helps to ensure the rapid transmission of information and the timeliness of information in the process of cooperation between colleges and universities.

The form of School-enterprise cooperation is mainly the combination of work and study, and colleges and enterprises have different needs, to create a good space for talent cultivation and stimulate the role of new apprenticeship model, to ensure the long-term development of School-enterprise cooperation.

There are many forms of School-enterprise cooperation, which can be determined according to the development direction discussed by the School-enterprise. For example, if the cooperative college is a higher vocational college, and the students who want to graduate from the school are mostly skilled and applied talents, then we can cooperate with matching enterprises.

On the one hand, it can help students find jobs; on the other hand, it can provide places and equipment for those students who enter the internship stage, so as to ensure that students can improve their personal ability through internal practice in enterprises.

In terms of collaborating with enterprises to set up master collaborative studios, you can try to contact the enterprises, clarify the requirements of the talents of the enterprises, and design targeted courses. There are differences between industry standards and corporate standards, but these differences need to be taken into account when setting up talent development programs.

New apprenticeship model making not only includes students' basic ability, but also requires students' practical experience.

In order to better promote the cooperation between colleges and universities and enterprises can establish a studio, to carry out the building about the integration of engineering courses, the development criterion and enterprise within the territory as a foundation, and determined by both parties to discuss the training purpose, training plan, and set up training courses, preparation of relevant material, develop test project, organized the staff, combined with the actual implementation of double guide, better management thought and theory as the work direction, to the actual control ability for students to improve school to improve students' comprehensive ability, thus to create efficient, the new teaching mode, and targeted

To promote the rapid development of the teaching model under the new apprenticeship model.

#### **4.2. Establish a Scientific Enterprise Training Platform to Improve Cooperation**

Enterprises need to participate in market competition, so the incidental value of talents must be taken into consideration when cultivating talents. Therefore, in the cooperation project between enterprises and colleges, it is obviously necessary to use the new apprenticeship model to drive the development of School-enterprise cooperation. Companies can set up training centers that can be used not only to understand the needs of the business, but also to understand how schools operate. Need a trainer in the training center to open positions, select a training team with rich training experience, targeted to develop plan, training talents, and to provide management services, and can play a better role in judging section to improve employees' experience is low, the shortcomings of the lack of energy, allow enterprises to make full use of the new apprenticeships, and play their own advantages.

In order to promote the win-win situation in the School-enterprise cooperation process, it is required to adopt scientific and reasonable training programs, to design the breaking content of the apprenticeship model more quickly, standardize the project control, and carry out the assessment according to the skill level, to meet the needs of both colleges and enterprises.

The key resource for the development of modern enterprises is human resources, among which there are not only existing employees working in the company, but also large talent training bases such as colleges and universities.

When the human resources department of an enterprise finds that there is a shortage of human resources, it must improve the management plan and carry out implementation training activities to improve the quality of employees. At the same time, with the help of the new apprenticeship model, students can master the new technology as soon as possible, and then expand the development team of the enterprise.

#### **4.3. Innovate and Improve the Teaching Mode, and Promote the Development of the Progressive Form of School-enterprise Communication**

Schooling and enterprise cooperation is actually quite important, not only to speed up the exchange of information during the cooperation, but also to make the curriculum more reasonable and more in line with the needs of students for self-improvement.

The new apprenticeship model also emphasizes the efficiency of School-enterprise cooperation, and requires the schools themselves to realize the value and function of the apprenticeship model, to break through the limitations of the traditional apprenticeship model as soon as possible and accelerate the process of innovation. First of all, schools need to optimize the traditional teaching model and find a teaching model that matches the development of students. After a comprehensive understanding of the advantages of the new model, with the help of School-enterprise cooperation opportunities, after reaching cooperation consensus, for both sides to create opportunities for communication and communication, to ensure the long-term stability of the cooperative relationship.

In this context, both enterprises and colleges need to provide services for the new apprenticeship model in order to better promote the implementation of talent training plans.

Secondly, both sides of the school and enterprise need to clarify their respective positioning, so as to better realize the allocation of resources.

For students, studying in school means they can enjoy a good living and learning environment, and being a student can also help them get more opportunities to acquire knowledge. And the enterprise is in the secondary position, it needs to meet the needs of the school, to create a talent training base. In other words, after the cooperation is determined, colleges and enterprises need to play their respective roles to ensure the effect of students' practice after their employment.

After a period of training, students from colleges and universities can enter the internship position smoothly and get the guidance and help of professional teachers. In this way, apprenticeship mode can be carried through every link of School-enterprise cooperation, and the talents cultivated are more in line with the needs of modern society.

Even if used a new apprenticeship model, the effect of the cooperation between colleges and need some time to show, in the process of operation, will also be constantly exposed various problems, in this state you will need to continuously optimize the development mentality, and ask you to also do a quick form good operation mechanism between colleges, for accelerating personnel training opportunity to implement this plays an important role.

Under the new apprenticeship system, the role of students will change. For example, students who just enter the school have the identity of students, whose task is to accept the courses taught by teachers and complete the basic practical operation.

In the process of School-enterprise cooperation, students gradually get internship opportunities, and then they can apply the knowledge they have mastered into practice after entering the job. In this stage, students who are very keen on this stage become apprentices.

After the completion of school learning tasks and internship tasks, you need to step into the employee career.

The development mode of one link to another link leaves enough time for students to adapt, and can maximize the improvement of students' comprehensive ability. University-enterprise cooperation under the new model study found that the key is to stay in the right direction, colleges and enterprises need to advise together for students planning careers, positive time for them to create a better opportunity, after entering the society faster increase competitiveness, and quickly adapt to the competition, get a better development opportunities.

## 5. Conclusion

The new enterprise apprenticeship system organically integrates the "learning" in the school with the "work" in the enterprise unit. Through the common influence of teaching resources and enterprise production resources, it is conducive to the win-win situation for the colleges and universities.

Through the implementation of the new apprenticeship system in schools and enterprises, enterprises can obtain a steady stream of high-quality talents, while students can get the opportunity to improve their professional skills. The school can ensure the source of students, which will help the government to achieve a large number of talent employment and make a great contribution to the rapid economic and social development.

## Acknowledgments

This paper is one of the research results of "Research on the Training Mechanism of School-Enterprise Talents under the Background of New Apprenticeship System" (Project No. FG2020062), which is a 2020 university-enterprise cooperation project for domestic visiting engineers of Zhejiang Provincial Department of Education.

## References

- [1] Che Taijie. Research on New Apprenticeship in Enterprises under the Background of School-enterprise Cooperation [J]. Road to Success,2020,(15):66-67.
- [2] Lv Qin, Zhang Lifen.Research on the status of enterprises' participation in the training of new apprenticeships under the background of School-enterprise cooperation [J]. Professional, 2020, (26) : 32-33.
- [3] Lu Lina. Research on Effective Ways of School-enterprise Deep Cooperation in New Apprenticeship System [J]. Ship's vocational education, 2020, 8 (3) : 12-14. DOI: 10.16850 / j.carol carroll nki/ g4. 2020. 03.004 21-1590.
- [4] Jin Dongliang, Chen Changying. University-enterprise cooperation in the new apprenticeships mode and the current situation and problems reflect [J]. Journal of wenzhou vocational & technical college, 2019, 12 (4) : 36 -- 40. DOI: 10.13669 / j.carol carroll nki. 33-1276 / z. 2019.066.
- [5] Jiang Zhizhong, Yang Li. Research on Promoting the New Apprenticeship System and Improving the Professional Quality of Skilled Talents [J]. Equipment manufacturing technology, 2019, (1) : 202-204. The DOI: 10.3969 / j.i SSN. 1672-545 - x. 2019.01.054.
- [6] Cheng Fuyu. Research on the Deep Cooperation Strategy of School-enterprise New Apprenticeship --Taking the Numerical Control Machining Major of Guangzhou Mechanical and Electrical Technic College as an Example [J]. Mechanical professional education, 2017, (3) : 46 to 48. DOI: 10.16309 / j.carol carroll nki. Issn 1007-1776.2017.03.015.
- [7] Zhou Jinzhu. Problems and Countermeasures in the Operation Mechanism of School-enterprise Cooperation of New Apprenticeship System [J].Consumer Guide,2019,(25):212.