

Study on the Advantages of School-enterprise Integration in the Background of Innovation and Entrepreneurship of Professional Technology Teachers

Liqiang Sun^{1, a}

¹Department of Information Engineering Technology, Qingdao Vocational and Technical College of Hotel Management, China.

^asunliqiang79@163.com

Abstract

Based on the analysis of the current situation of school-enterprise cooperation and the causes of the problems, this paper puts forward a new broad model and advantage analysis of innovation and entrepreneurship, including co construction model of teachers' team, co construction model of teaching resources, co construction model of training base, co construction model of talent training program, order type training model, mass innovation and mass innovation business model, in order to play the best interests of all parties, which is better for serving schools, self-development, social development.

Keywords

Innovation and Entrepreneurship; School enterprise cooperation; jointly sponsor; Pattern; Professional teachers.

1. INTRODUCTION

Through the research, it is found that the initial intention of school enterprise cooperation is "complementary advantages, mutual use of resources, win-win benefits, and talent sharing". Through the investigation, interview and expert interview, it is found that although the current proportion of "theory and practice" teaching in higher vocational colleges is greatly adjusted and practice oriented, the implementation effect of most vocational colleges is general, but it is still borne by the teachers in the school, which can not reach the actual teaching objective.

2. THE CURRENT SITUATION OF SCHOOL-ENTERPRISE COOPERATION AND THE CAUSES OF THE EXISTING PROBLEMS:

2.1. There Is No Clear Financial and Policy Support for School-Enterprise Cooperation

It is found that most of the cooperation between schools and enterprises is spontaneous at present, and most of the professional cooperation in vocational colleges is short-term, nonstandard, and the level of cooperation maintained by feelings and relationships is uneven, which fails to form a unified and coordinated (as for whether absolute unity is not clear for the effect at present), conscious action, and the effect of cooperation is uneven. Although school-enterprise cooperation has attracted the attention of the government, colleges, enterprises, students, parents and the society, and has become an important part of the evaluation of colleges and universities, education and teaching achievements, as well as the assessment and evaluation of colleges and universities, effective and complete system, mechanism and system guarantee are difficult to form much of a mere formality, because there is no binding support of

finance and policy, enterprises are maximizing their interests. It's hard to embody the social responsibility of the cooperation between the university and the enterprise in most of the specialties.

2.2. The School-Enterprise Cooperation Lacks the Restriction and Guarantee of Laws and Regulations

It is found that due to the lack of laws and regulations, both sides of the school and enterprise can withdraw from the cooperation at will without paying too much price (generally, there is no order class or students are unwilling to participate in the work of the cooperative unit within three years after signing the contract for three years, and there is no or not suitable to set up relevant laws and regulations to restrict the cooperation), causing serious losses to the other side. Case: the reorganization and bankruptcy of an enterprise results in that the students have no counterpart enterprise. After the enterprise charges high fees in Grade One and Two, the students in Grade Three will become the victims and can only be solved unilaterally by the school. Therefore, the risk of cooperation runs through the whole process of cooperation, which makes both sides of school-enterprise cooperation worry a lot. In the framework of existing laws and regulations, there is no clear stipulation on the rights and obligations for both sides of school-enterprise cooperation, which makes the school enterprise cooperation lack of stability.

2.3. The Interest Lever of School-Enterprise Cooperation Is Unbalanced

The problem of school enterprise cooperation interests is prominent, and the long-term and short-term benefits between schools and enterprises are difficult to coordinate. The in-depth cooperation between the university and the enterprise, some of which are undoubtedly benefited by the university itself and its students, and some of which are obviously benefited by the enterprises (such as labor-intensive enterprises, with outstanding performance in the hotel industry, assembly line and Haier production line). On the whole, the benefits of enterprises are reflected in the stable source of human capital, and the school has obtained a platform for students to understand the industry and learn technology from a professional perspective. However, some small and medium-sized enterprises do not see this, but blindly pursue the maximization of economic benefits, so they are not willing to cooperate with schools in depth for a long time. In fact, the cost paid by enterprises to recruit highly skilled application-oriented talents in the talent market is much higher than that paid by the application-oriented talents jointly cultivated by both sides through the school-enterprise deep cooperation.

2.4. The Ability of School Specialty to Meet the Needs of Industrial Enterprises Is Not Strong Or Can Not Reach

At present, the school's professional setting, training methods, curriculum setting, teaching process and other aspects do not meet the needs of enterprises. There is no real feasible system and mechanism for school enterprise joint training of talents. Vocational colleges have weak cooperation ability, weak product R & D ability and weak technical service ability, and lack of attraction to cooperative enterprises. Some vocational colleges still pursue the systematicness and integrity of theory (or form) according to the traditional teaching mode, lack of targeted practice and professional characteristics, and have not formed an independent practical teaching system corresponding to the professional ability of the enterprise post. The knowledge and skills learned by students in school are far from the requirements of modern enterprises, which leads to the failure of more than 70% of graduates of vocational colleges to meet the requirements of technical professional post internship.

2.5. There Is No Traction for Enterprises to Participate in Vocational Education Reform

As the main body of market economy, enterprises take profit as their main business objective, and the driving force of their participation in the development of vocational education comes

from their business objective. Most enterprises define participation in vocational education as direct or indirect loss of interest. Whether they participate in the development of vocational education or not has no impact on the investment and income of enterprises. Therefore, in the absence of corresponding incentive policies and regulatory constraints, enterprises do not necessarily obtain human resources through direct participation in vocational education.

In short, team research found that only when the needs of both sides of the school and enterprise can be met to a certain extent, the cooperation between both sides can be continued and developed. Generally speaking, enterprises hope to meet the following requirements in school enterprise cooperation, "stable employment sources, technical support, staff training, introduction of advanced technology, cooperative research and development, and social reputation". The school hopes to build a practice base through school enterprise cooperation, solve the problems of student practice and practical training, and promote teacher training and professional and curriculum construction. In the process of cooperation, if the needs of both sides are not met, but their own interests are damaged, then conflicts are very easy to occur, but there is no very effective measures or systems to meet the above possibilities.

3. INNOVATION AND ENTREPRENEURSHIP POLICY SUPPORT

The Ministry of Human Resources and Social Security printed and distributed the guidance on supporting and encouraging the innovation and entrepreneurship of professional and technical personnel in public institutions. The scope of application of the guidance is mainly the professional and technical personnel in universities and scientific research institutes. Technical personnel of institutions other than universities and scientific research institutes who meet the requirements of different ways of innovation and entrepreneurship may also apply. The innovation and entrepreneurship activities applicable to the guiding opinions focus on the theme of innovation, and the entrepreneurship involved is also innovation related entrepreneurship. In terms of policy requirements, it is mainly reflected in the following aspects: for those who take part-time job, project cooperation or part-time job, the business field of the enterprise they come to should be similar to that of the institution; for those who start an enterprise on the job, the business project must be related to their major in the institution; for those who leave the post to start an enterprise, they must start a scientific and technological enterprise or carry out innovation work in the enterprise with scientific research projects and achievements. Through these regulations, we will not only support and encourage qualified technical personnel to actively participate in innovation and entrepreneurship, but also avoid the "swarm" of off post tide, which will affect the normal work of public institutions. Policy is a sword of the Shang side, it can let you have no worries about the future, and give full play to the advantages of one skill. The research team analyzed Lou Gaoming, a professor of Shaoguan University in Guangdong Province and the second prize of national science and technology progress award, winning the case, which is one of many cases, but also clear the guiding significance of the policy, especially the important shield and shield for the promotion of the existing technology of scientific research in the future. To ensure the safety and steadiness of technical personnel who contribute to social development and sharing.

From the research of policy opinions, it can be made clear that the treatment of the off post start-up teachers mainly includes: first, during the period of off post start-up, they should continue to participate in social insurance in the original school according to law, the start-up enterprises or the enterprises they work for should pay the work-related injury insurance fees for the off post start-up teachers according to law, and the regulations on pension and funeral fees of the institutions where the personnel relationship is not executed due to the death of work. Second, during the period of leaving the post and starting a business, the management system of the original school, such as title evaluation, training, assessment and reward, shall be

continued to be implemented. The achievements and achievements obtained from leaving the post and starting a business can be used as an important basis for the evaluation of their professional titles; those with outstanding entrepreneurial achievements and determined as excellent grades in the annual evaluation do not account for the excellent proportion of the original school's evaluation. Third, the salary, medical treatment and other treatment during the period of leaving the post and starting a business shall be determined by all departments according to the relevant national and local policies in combination with the actual situation. Fourth, the school shall conclude a post leaving agreement with the post leaving entrepreneurs to stipulate the post leaving matters, post leaving period, basic treatment, confidentiality, achievement ownership and other contents, and correspondingly change the employment contract; conclude an agreement with the post leaving entrepreneurs and relevant enterprises to clarify the income distribution and other contents. Fifthly, the personnel relationship can be retained within three years. During the period of leaving the post for entrepreneurship, if I propose to terminate the employment contract with the original school, the original school shall terminate the employment contract according to law; if I propose to return in advance, I can return to the original school in advance. If there is no vacancy for the returned employees, they can temporarily break through the total employment and gradually digest it

4. PROFESSIONAL AND PART-TIME TECHNICAL TEACHERS INNOVATE AND START UP ENTERPRISES AND COMPANIES TO SOLVE THE PROBLEMS AND ADVANTAGES OF SCHOOL ENTERPRISE COOPERATION

The concept of entrepreneurial teachers is clear. From the school, understand the actual situation of school students, return to the school, and the concept is closer.

Whether they are engaged in teaching or part-time work in enterprises, or even go out to start a business, the three can be coordinated in time. What's important is that the profession and technology are one line, so the multiple identities of teachers complement each other. For example, teachers are engaged in the Internet of things, RFID (radio frequency identification system), and your entrepreneurship or part-time work is also RFID. You can make more efforts through the enterprise Know the market and know the technology; if you go back to the classroom, no matter you are teaching, practicing or on duty, the teacher knows the students better, and he will integrate his technology into my classroom in the classroom, because he will have a lot of practice cases, a lot of things to tell, which can make the classroom more vivid. In the past, it was impossible for enterprises to hire special teachers and part-time teachers in school enterprise cooperation, because there were not too many constraints before.

Teachers' innovation and entrepreneurship and cooperation with the school are more flexible. General enterprises have various concerns. They are cautious when signing the agreement. However, the teachers coming out of the school have the reasons for the school's adjustment framework, and can sign cooperation with the school more flexibly. The school enterprise cooperation mode is diversified:

4.1. Co Construction Mode of Teachers' Team

Professional teacher part-time enterprises indirectly promote the growth of enterprise profit points. Employees and teachers of enterprises are mutually beneficial. If teachers can work in part-time enterprises first, you have to do the work of enterprises and positions of enterprises, you have to be competent. If teachers can step out of this step, then teachers in enterprises will learn the technology update brought by the industry with the development of society, that is, teachers' technology. At present, it is the best mode to realize the actual flow of "blood". If teachers have the actual technical achievements of the transformation of service enterprises, the enterprise profits, in turn, the enterprise has the power, it will actively give back to the

school, which can also mobilize the enterprise enthusiasm. In a sense, this kind of model can also test whether the teacher's profession is excellent or qualified.

4.2. Teaching Resources Co Construction Mode

At the same time, in the process of actual use or conversion of teachers' technical achievements, enterprises can better test the effectiveness of teachers' achievements, whether there are deficiencies and loopholes in the achievements, whether the achievements have the development of enterprise productivity. If there are, it is necessary to improve the loopholes, and can be integrated into the technology of enterprise peers and structure, they complement each other, and finally form effective teaching resources, without the participation of enterprises, because it is already a resource jointly completed by enterprises and teachers, it is easier to participate in the transformation of teachers' achievements and resources, and this resource can be infinitely expanded to various radiation courses.

4.3. Training Base Co Construction Mode

The construction of training base is mainly reflected in the construction of off campus training base and on campus training base for many majors. The base is easy to build and hard to play its actual effect. Taking information as an example, it is easy to build hardware, but: for example, if the cooperative companies and enterprises can make space, even if they can, in terms of technical support and project support It's hard or impossible. However, if the teacher entrepreneurship mode is adopted, it can start from the first grade. In the third grade, the teacher can set up a project group or component company of the school according to the two-year teaching situation, in combination with the enterprise project or project. The salary and treatment and time cycle are standardized to provide students with real projects. The teacher is an employee of the college who has a stronger sense of responsibility.

4.4. Personnel Training Program Co Construction Mode

In the process of school enterprise co construction, the talent training program is insufficient in terms of the actual sense of responsibility of the enterprise, or whether it pays attention to the actual teaching effect of graduates, because many enterprises basically do not participate in your teaching from the beginning to the end. Now, many schools and enterprises cooperate in enrollment and joint education, except for property management, hotel management and other majors, most of them are training companies or enterprises They aim to collect fees. Although they have teaching effect, they always increase the teaching cost of students. However, if the teachers go out to start their own businesses, there is no dispute about their understanding of the school teaching situation. The identity of the college staff of the entrepreneurial teachers also ensures their effective talent training program planning and suggestions.

4.5. Order Based Training Mode

This process also requires teachers to have in school teaching experience and to serve as professional experts or part-time teacher resource pool members even if they are entrepreneurs. Colleges and universities provide entrepreneurial teachers with sufficient conditions to start their own business without any worries. Entrepreneurial personnel concentrate on their work. According to the market changes, they can start to cultivate and pay attention to the students in school from the second grade, throughout the whole process, and select them to work in the company after graduation. In this process, because of the integration of different modes of talent training programs, the students in school can better adapt to the needs of the company in the future and adapt to the innovation Demand of industrial companies.

4.6. Mass Innovation, Mass Entrepreneurship Mode

Encourage college students to start businesses and innovate. Students' technical problems? Teachers can enter, guide or cooperate in the company as partners or mentors. After the

company tends to improve, teachers can choose to return or continue to participate in the operation, so that their students can independently establish a company to reduce the risk of technical and social experience.

5. SUMMARY

In a word, all kinds of ways of entrepreneurship and innovation for teachers are mutually beneficial from the perspective of school enterprise cooperation. Teachers' part-time entrepreneurship enterprises can better play the advantages of school students, teachers, resources and other aspects through their mastery in the school, play the best interests and benefits of all parties, better for serving the school and develop themselves. At the same time, he has greatly improved the teachers' sense of industry identity and social identity, and plays a seamless role in promoting the recognition of technology promotion technology. He also requires that the ability in the field of professional technology must be comprehensive and tempered by the industry.

6. PROJECT

Qingdao Education Science "13th Five-Year" Planning Preject (QJK2018B0042), Research on Promoting the New Integration of Schools and Enterprises by Vocational Education Entrepreneurship fromInnovation-driven Perspective.

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