Construction of the Practice Teaching System for “School-enterprise Cooperation” in Agricultural Specialty of College under New Situation

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Abstract

By analyzing main problems existed in practice teaching system of agricultural specialty under the background of our country entering popular higher education period, it is suggested that school-enterprise cooperation is the most effective way to solve the problem of the separation between social needs and college talent cultivation, the best approach to improve teaching quality and possess school-running features, an objective requirement on education raised by economic development, and the most efficient personnel training mode of enhancing students comprehensive ability and going on duty with “zero distance”. On the basis of win-win-win, we established the reform commission, which comprised by school and enterprise, and some practical teaching bases, constructed the practical course system for working practice, graduation practice and specialized skill training. The measures above mentioned have constantly enhanced students practical and innovative abilities in agricultural specialty.

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Since the college expansion of enrollment in 1999, China’s higher education has transformed from elite education into popular education, which promoted the development of higher education. However, as the number of college students in China increases year by year, there have been a few problems in teaching quality of our country’s higher education, especially in practice teaching, such as the separation between social needs and college talent cultivation, the difficulty of college students’ employment, and so on. Therefore, higher education must be reformed, especially in some provincial colleges or universities. For example, whether Henan Institute of Science and Technology can seize the initiative under the background of the popularization of higher education is a major task we are faced. By firmly taking the opportunities of promoting colleges to possess school-running features and mainly expanding applied, versatile and skilled
talent cultivation mode in the medium and long term educational development in China, we should take the road of talent cultivation mode of practice teaching system for “School-enterprise Cooperation” in vocational schools. Under the background of popular education, it is definitely the right choice for Henan Institute of Science and Technology to take the approaches of facing market, being oriented by employment, carrying out further reform, gaining new breakthroughs at a higher level and wider field in the practice of “School-enterprise Cooperation”, improving the students’ practical innovative abilities to develop the school faster and better.

1. Problems existed in practice teaching system of agricultural specialty under the background of popularization of higher education.

At present, a lot of colleges are undergoing the reform of practice teaching system. In addition to a small number of colleges which have better carried it out, most colleges are still in the shallow levels of their primary stages, leading to a large separation of social needs and students’ requirements. Particularly, practice teaching performed in agricultural specialty is associated with no distinctive features. The main problems are as follows:

1.1 Putting more focus on theory instead of practice and low investment resulted in the practice teaching wandering at a lower level. The tendency of focusing on theory instead of practice has always been existed in our country’s higher education for a long time. Although this tendency has been improved to varying degrees in recent years, long-formed inertial thinking and the relative shortage of college funds caused the insufficiency of education funds, especially practice teaching funds, slower instrument update and few investment of internship funds. As a result, practice teaching has to wander at a lower level. Thus, the above mentioned has also threw effects on the cultivation of students’ innovative and practical abilities. So, a large number of students with high scores and low abilities, who are unable or lazy to practice and can’t adapt to the actual work requirements after their graduation, has appeared.

1.2 Without stable practice teaching bases, students have to fulfill their graduation practice and teaching practice in some temporary places in order to shorten practice time and conduct the internship nearby, which brought about a mere formalized and task-based practice teaching. Sometimes, the practice place is not consistent with the practice content, what’s more, organization and management also lag behind. Under such circumstance, practice quality and result cannot be guaranteed at all, not to mention the cultivation of students’ innovative and operational capacities.

1.3 Practice teaching stages have little to do with social needs; practice teaching in agricultural specialty is without any distinctive features; practical ability needed in the field of agricultural specialty has not formed its own system; practices among different courses have not been better coordinated, even with repeated content; some important skills have not been trained due to various reasons; some practices are conducted only for practice’s sake instead of enhancing students’ ability. Practice teaching mentioned above could not adapt to social needs, since it caused the separation between social needs and what students have learnt.

1.4 The conflict existed between graduation practice and student employment stuck the quality of graduation practice greatly. At present, it appears gradually that there are lots of difficulties in the college graduates’ employment, because student employment system has been transformed from assigning jobs by the government into searching jobs by graduates themselves, coupled with the number of college graduates increased dramatically since the expansion of college enrollment. Furthermore, college graduation practice is mainly arranged in the last semester before graduation—the summit period during which university students would hunt for jobs. Under the pressure of employment, college students try to look for jobs in graduation practice period. Under this situation, it seems hard to better exercise college students’ abilities to practice, to analyze and solve problems.
2. The significance of practice teaching system for implementing “School-enterprise Cooperation” in agricultural specialty of college

“School-enterprise Cooperation” is the most effective way for universities to deepen the reform of practice teaching system, the best approach to solve the problem of the separation between social needs and college talent cultivation, the important means to possess school-running features and cultivate talents expert at highly applied technology. Simultaneously, “School-enterprise Cooperation” is beneficial to promote students’ comprehensive quality. By being exposed to business culture and enterprise spirit, the spirits of respecting work, enduring hardship and good teamwork have been developed among students. Thus, it is favorable to determine students training model according to social needs, and is also helpful to push college professional advantages and research strength into society. As a result, the goals of mutually beneficial interaction between colleges and the society, a win-win situation of social benefit and economic efficiency have been achieved. In recent years, by carrying out the plan of “School-enterprise Cooperation”, a number of high-tech versatile talents, better applied the theory into practice have been cultivated in Henan Institute of Science and Technology, and then regarded highly by employers.

2.1 “School-enterprise Cooperation” is the best effective way to solve the problem of the separation between social needs and college talent cultivation, an inevitable step to possess school-running features and improve teaching quality, an objective requirement on education raised by economic development, and the most efficient personnel training mode of enhancing students comprehensive ability and going on duty with “zero distance”. As a key pointcut of practice teaching system reform for agricultural specialty, the plan of “School-enterprise Cooperation” is a drive of teaching practice in agricultural specialty at a deeper level, a promotion of college students practical and innovative abilities, a zealous exploration of practice teaching reform beneficial to the enhancement of students practical ability, such as working practice, etc. The nature of “School-enterprise Cooperation” is to achieve the combination of talent training and social demands in education by the participation of enterprises. By means of “School-enterprise Cooperation”, the goals of training highly qualified and skilled talents adapted to social demands, specilizing colleges and promoting local economic development are going to be accomplished.

2.2 “School-enterprise Cooperation” is the best approach to settle down the conflit between graduation practice and employment, the most efficient way to cultivate graduates going on duty with “zero distance”, the most significant measure to nurture high-tech applied and innovative personnels. Under the guidance of business executives, the graduates would have a deeper understanding of business culture, skills enterprises need and production cycle. Through practice and communication with enterprises, college students would be thoroughly investigated by business organizations. What’s more, students graduation practice conducted in enterprises is to finish their thesis, meanwhile, pave the way for their following employment.

2.3 “School-enterprise Cooperation” has the effect of complementary advantages of the society, colleges and enterprises, which contributes to the achievement of reasonable use of resources. In the process of “School-enterprise Cooperation”, enterprise resources can be used to provide strong supports and services for practice teaching stages, such as specialized practice, social practice and graduation design, etc. On-the-job practice in enterprise can help students to broaden their horizons, develop professional capacities and improve vocational abilities. It can further make college students recognize the law of market economy and better develop their senses of mission and social responsibility. “School-enterprise Cooperation” reasonably combines market entities such as colleges, enterprises etc. and all-round talent cultivation, assembles them dynamically, breaks traditionally closed college education mode and instead, establishes opened practice teaching system involving the participation of enterprises and the whole society, and eventually realizes the goals of complementary strengths and resource sharing among schools, enterprises and the society. It is of great significance to develop higher education healthily and sustainably, and of great value to promote college students employment, social stability and construct harmonious
3. The construction of practice teaching system for “School-enterprise Cooperation” in agricultural specialty

From problems existed in practice teaching system for agricultural specialty of college and questionnaire analysis conducted among a number of enterprises, colleges, teachers and undergraduates, it is found that the mode of “School-enterprise Cooperation” can settle down the conflict between social needs and college cultivated talents, the establishment of practice teaching system for “School-enterprise Cooperation” organically can combine colleges, students and enterprises and further set the stage for them. Steering committee of educational reform for “School-enterprise Cooperation” formed by schools and business organizations will negotiate about setting up real practice bases for practice teaching and college students employment in enterprises. Thus, college students’ working practice, graduation practice and professional skills training can be guaranteed, open-ended cooperation of schools, students and enterprises can be achieved, which set up the platform to characterize agricultural specialty and cultivate high-tech applied talents.

3.1 Relying on practice teaching bases of “School-enterprise Cooperation”, double-tutors system involving schools and enterprises have been put into practice, furthermore, graduation practice will better be conducted together with employment as far as possible. At present, graduation practice quality could be greatly influenced because of the large number of graduates, teachers’ onerous tasks and most students trying to find jobs in the period of graduation practice. Therefore, the graduates’ practice can be carried out in employing units in order to combine graduates and enterprises together. In this case, the deeper understanding between graduates and employing units are strengthened, in the meanwhile, a good training opportunity is to be provided for students’ practice. What schools need to do is to enhance the communication with enterprises and enrich contents and methods of graduation practice. Through the reinforcement of communication between schools and enterprises, schools can get more information and more horizontal scientific research projects, which in turn, will enhance school-enterprise cooperation and achieve a win-win situation between two parties.

3.2 Students’ working practice can be carried out in enterprises under the guidance of experienced teachers in summer, winter and festival holidays. Presently, most agricultural specialty students with a needy family are under the great pressure of employment. They can conduct working practice in their summer or winter vocations and get living allowances from enterprises. At the same time, it also helps students to understand the running condition in enterprise sites, to appreciate business culture and to be cultivated spirits of work respecting, hardship enduring and teamwork. What’s more, it contributes to understanding, finding, analyzing and solving problems for students. At the basis of re-trieving what they’ve learnt in class, the students are able to gain the ability to think on their own, enforce a teamwork spirit, learn to communicate with their team members very well, master new ways to handle problems from different aspects and eventually get the cultivation improvement on practical and innovative capacities.

3.3 Practical skills training month activity of agricultural specialty in enterprises has been promoted. In order to better strengthen the students’ practical and creative abilities and fulfill the integration between social needs and the knowledge students acquired, college students’ professional skills training can be accomplished by schools and enterprises within a month according to professional skills required in the teaching plan of agricultural specialty. The implementation of professional skills training is organized by steering committee of educational reform for “School-enterprise Cooperation”. By receiving trainings in enterprises, students can learn a lot which cannot be got from books in the process of training, understand the importance of skills specific to each field, and improve their learning initiative. In return, the activity can also prepare technical personnals for enterprises and ultimately realize “School-enterprise Cooperation” in its real sense.
3.4 Innovative funds of “School-enterprise Cooperation” have been set up. In order to promote the cooperation of schools and enterprises at a higher level, under the effort of steering committee of education reform in the School of Resources and Environment Science at Henan Institute of Science and Technology, funded by enterprises, innovative funds of “School-enterprise Cooperation” in the School of Resources and Environment Science have been founded. According to the needs and existed problems in the process of production, junior and senior students in the School of Resources and Environment Science applied a few projects, which were further demonstrated by certain personnals in the committee and set up a certain number of innovative funds. So that students’ motivation of doing research will be improved, the business development will be ensured technically and a further promotion of “School-enterprise Cooperation” will be gained.

![Diagram of practice teaching system for “School-enterprise Cooperation”]

Table 1: The diagram of practice teaching system for “School-enterprise Cooperation”

In order to further enhance “School-enterprise Cooperation”, establish practice teaching system combined by “production sectors, educational institutions and research units” and achieve the aim of mutually beneficial win-win situation between schools and enterprises, allied with 36 famous enterprises, the School of Resources and Environment Science in Henan Institute of Science and Technology founded “Development and Reform Commission in the School of Resources and Environment Science”. Regulations were formulated, institutions were set up, chief members of enterprises were invited as honorary chairman and vice-chairman. The council will be held regularly to discuss the development of “School-enterprise Cooperation”. In a word, The establishment of dynamically interactive “School-enterprise Cooperation” has changed the combination between schools and enterprises to a large scale and brought about a few new breakthoughs at a higher level and in a wider field.

References


