

# Exploration of Interactive & Practical Teaching Mode between Clothing Major in Colleges and Universitys and Small & Medium Enterprises

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**Keywords:** Schools enterprises cooperation; Teaching; Interaction

**Abstract:** This paper studies the present situation of traditional school enterprise cooperative teaching, explores the interactive and practical teaching mode of schools enterprises cooperative in the environment of big data, improves the new ideas and methods of applied talents' training quality.

## 1. Introduction

As a college and universitie that trains high-quality and high-tech talents, it has played a crucial role in the development of science, technology and social economy, and the key is to develop the applied talents in the huge data environment<sup>[1]</sup>. With the further globalization development of economy and technology, only by reforming the traditional school enterprise cooperative teaching mode can we effectively enhance the training quality of Practical Talents in Colleges and Universities<sup>[2]</sup>. This paper studies the present situation of traditional school enterprise cooperative teaching, explores the interactive and practical teaching mode of schools enterprises cooperative under the environment of big data, improves the new ideas and methods of applied talents' training quality<sup>[3]</sup>.

The traditional school enterprise cooperation teaching in China has some breakthroughs and innovations in the training of Practical Talents, and has achieved some teaching results. In the big data environment, how to enhance the close cooperations between universities and enterprises, how to develop a long-term and efficient teaching cooperation mechanism becomes the common goal of sustainable development which school enterprise cooperation teaching is pursuit of mutual benefit, win-win situation for; There are many perplexities in most school enterprise cooperation in China, such as a bad cooperation mechanism, an outdated development concept and vague subject status, which restrict the quality of cooperation<sup>[4]</sup>.

## 2. Dissection of the Present Situation of Traditional Schools Enterprises Cooperative Teaching

### 2.1. School Enterprise Cooperation Floats Superficies and Becomes Formalistic

The traditional school enterprise cooperation, from the form to the content, is relatively single and formalized, and universities and enterprises are independent.; cooperation resources cannot be shared<sup>[4]</sup>, and the attraction of both schools and enterprises is weak; There is often more than one cooperation object between the university and the enterprise, and the core interests of the University and the enterprise are different, thus witch results staying in the form in the cooperation between the two sides and lacks depth and continuity; Traditional schools enterprises cooperation is staying on the surface, lacking in-depth integration, and enterprises have not really joined in the procedure of schools enterprises education, forming a situation that schools enterprises cooperation is not in-depth and free development<sup>[5]</sup>.

## **2.2. Different Initiative of Schools Enterprises Cooperation**

Achieving mutually benefits is the key to schools enterprises cooperation..For the sake of cultivating the professional talents that adapt to the needs of the economic and social development in the 21st century, colleges and universities must go deep into the enterprises, truly understand the quality and ability requirements of the enterprises for the professional talents, so as to cultivate the high-quality and high skilled professional talents that are marketable and satisfactory to the enterprises. At the same time, in-depth integration with enterprises, according to the actual production, give full play to the solid professional theory and scientific research ability of colleges and universities, and also carry out scientific research projects or achievements transformation work for the needs of enterprise development<sup>[6]</sup>. Therefore, with the cooperation of enterprises, colleges and universities benefit a lot and have high initiative.

Colleges and universities pursue the quality of personnel training, while enterprises aim at economic benefits, and the initiative to implement schools enterprises cooperation is not very positive. To implement schools enterprises cooperation not only takes up the production resources of the enterprise, but also increases the management cost of the enterprise and bears greater management risks; In addition, students' practical ability is relatively weak, and the professional skills and knowledge are few, so it is difficult to be competent for the post technical requirements at the moment; However, college teachers generally lack of engineering background and industrial experience, which may be difficult to undertake scientific and technological projects that serve the actual needs of enterprises<sup>[7]</sup>; In the absence of national preferential policies and economic compensation, enterprises are the most powerless. The real schools enterprises cooperation should be voluntary, complementary and benefit sharing.

"Colleges and universities should educate people and enterprises should make profits." Only by directly balancing the relationship between the college and the enterprise cooperation, that will gradually deepen integration and maintain sustainable development. In the face of fierce market competition since the 21st century, how to success sustainable development, in the final analysis, which is the competition of professional talents, talents are the core competitiveness of enterprise development. The schools enterprises cooperation is a crucial guarantee to cultivate high-quality talents, and it supplies a perfect opportunity for the development of enterprises. The author believes that for the sake of enhancing the core enterprises competitiveness, it is essential to carry out technological development, implement independent innovation, strengthen cooperation with universities, create an independent innovation platform of universities enterprises cooperation mode, grow, strengthen enterprises and obtain the power of sustainable development.

## **3. Exploration of Interactive & Practical Teaching Mode between schools and Enterprises**

### **3.1. Make full Use of the Role of Government Guidance, Support and Bridge to Promote the Close Development of Schools Enterprises Cooperation**

Schools enterprises cooperation itself is a good thing for the benefit of enterprises and schools<sup>[8]</sup>. It can not only transport high skilled talents for enterprises, but also increase the quality of talent training in College and university, it can be said that the guidance of government departments is an important catalyst for the high-quality development of schools enterprises cooperation. As a preferential and supportive policy for schools enterprises cooperation in teaching, the government can play a leading and bridge role, give impetus to the smooth development of schools enterprises cooperation, root in the ground, and effectively enhance the enthusiasm and initiative of enterprises cooperation.

### **3.2. Schools Enterprises Joint Revision of Professional Talent Training Plan to Enhance the Fit between Talent Training and Enterprise Needs**

For the sake of better meet the demands of economic and social developments for the professionals trained in Colleges and universities, we should cultivate practical talents with solid theoretical basis for enterprises; Adjust personnel training specifications and standards<sup>[9]</sup> in time

according to changes in enterprises and social markets, and revise professional personnel training programs together with cooperative enterprises; Make students work after graduation, have strong adaptability to their posts, high working standards, and achieve seamless docking.

### **3.3. Colleges and Enterprises Work Together to Make Teaching Plans and Cultivate Application-oriented Talents with the Characteristics of the New Era**

Carry out extensive and in-depth research, carefully study the development trend of fashion and science and technology in the professional field, and make the professional teaching plan jointly by schools and enterprises, strive to make the teaching plan have the characteristics of the new era, and emphasize the cultivation of students' professional practice ability; We should emphasize the application and pertinence, strengthen the application as the key point, enhance the training of practical abilities and appropriately increase the time and contents of practice teaching; Simultaneously, we should follow the law of education and teaching, carry out the idea of combining production with learning, actively explore diversified personnel training mode, and strive to cultivate application-oriented talents with new era characteristics.

### **3.4. School Enterprise Jointly Construct Key Courses and Develop High Quality Courses**

The cooperative enterprise and the Industry Federation shall coordinate to formulate the post standards of the enterprise, and incorporate them into the contents of the professional teaching courses of colleges and universities, collect, summarize and classify the talent demand standards and post work contents in the enterprise, and form the specification standards of the talent demand of the enterprise; Invite enterprise experts to jointly negotiate and formulate curriculum standards and jointly compile curriculum materials; invite enterprise experts to enter the classroom to form a project driven or task driven teaching, learning and doing integrated teaching mode, consequently students are able to master effectively the application skills really needed by the enterprise, and jointly build, cultivate and develop high-quality new courses.

### **3.5. Schools and Enterprises Jointly Promote Pre Job Training into the Classroom, Improve Professional Competitiveness, and better Serve Enterprises**

Before graduation, students will know the work content, professional ability and technical level of the enterprise post as well as carry out the practice effectively, which improves the competitive strength of the students' major, and then effectively improves the overall competitiveness of the enterprise.

### **3.6. School Enterprise Jointly Develop Mobile Digital Teaching Resources**

To classify, integrate and share the advantageous resources of universities and enterprises is an effective method to promote the deep integration and developments of university enterprise cooperation. Integrate schools and enterprise resources, combine the knowledge, skills and standards required by enterprises, build knowledge structure, determine assessment standards and operation supervision mechanism, jointly develop mobile digital teaching resources in combination with the talent cultivation process of colleges and universities, form a talent cultivation mode in which schools and enterprises participate, make digital teaching resources more suitable for the needs of colleges and universities and industry development, and achieve School enterprise win-win common goal.

### **3.7. Set up a Platform for Science and Technology Research in Schools and Enterprises, and Construct a Long-term Mechanism for Collaborative Innovation**

Under the guidance of the government and industry associations, both the school and the enterprise establish a science and technology research platform for enterprises<sup>[10]</sup>, develop a scientific and technological research and development center in a College and university, make full use of the scientific research advantages of university teachers, rely on the practical experience of enterprises, partake the guidance and science and technology research projects, give suggestions for independent innovation of enterprises, put them into practice in enterprises, construct a long-term

mechanism for collaborative innovation, and improve the core competitiveness.

#### **4. Conclusion**

To foster high skilled, practical and creative talents, we must take the way of schools enterprises cooperation teaching. The traditional schools enterprises cooperation, which is only in form, can not adapt to modern technology, economic development and enterprise transformation. In the 21st century, so as to realize the sustainable and long-term development of enterprises, it is quite necessary to adjust the cooperation between schools and enterprises in time to get out of the development dilemma. This requires universities and enterprises to jointly formulate talent training programs to meet the demands of industry development and change the traditional and theoretical teaching mode, so as to effectively enhance the quality of talent training and provide impetus for scientific and technological progress and social development.

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