

Analysis on the Willingness of Enterprises in Wenzhou to Carry out Apprenticeship Talent Training and Its Influencing Factor

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Abstract

This paper mainly introduces the relevant contents of modern apprenticeship talent training, expounds the willingness of enterprises in Wenzhou to implement apprenticeship talent training, discusses the characteristics of the apprenticeship talent training mode with enterprises as the main body through the analysis of the factors that affect the effect of the implementation of apprenticeship talent training in Wenzhou enterprises at this stage, studies the effective measures to promote the development of the apprenticeship talent training mode in Wenzhou enterprises, so as to encourage Wenzhou enterprises to actively participate in the apprenticeship talent training, clarify the necessity of implementing the apprenticeship talent training, effectively control from many aspects, cultivate more professional talents, provide reliable talent guarantee for enterprises, and promote enterprises sustainable development.

Keywords

Wenzhou enterprises; apprenticeship; talent training; willingness; influence; effective measures.

1. INTRODUCTION

Under the situation of global economic integration, the development of enterprises in our country has faced a new situation, especially in the socialist market economy system, which is facing increasingly fierce market competition and a series of challenges. If enterprises want to occupy a place in the fierce market competition and obtain long-term development opportunities, they must constantly improve their comprehensive strength. Nowadays, talent competition is the core competition. For an enterprise, it depends on the strength of personnel team. Only by cultivating more excellent professional talents, can it maintain the fresh vitality of the enterprise, add fresh blood to the enterprise, and make it continuously advance with the development of the times. The operation and management of an enterprise need the operation of personnel. The more high-tech talents, the more vitality they can bring to the enterprise, and the more competitive they are. Therefore, we must pay attention to the development of enterprise talent training, which can not be ignored. In order to achieve sustainable development, Wenzhou enterprises can implement the modern apprenticeship talent training mode, effectively cooperate with schools, jointly cultivate professional and technical talents, transport more talents for enterprises, and realize the maximization of human resources of enterprises.

2. RELATED CONTENTS OF MODERN APPRENTICESHIP TALENT TRAINING

Modern apprenticeship talent training is a modern extension of traditional apprenticeship talent training. It belongs to situational vocational education. Students enter the enterprise to learn, just as they enter the school, with dual identities, that is, they are both students and employees of the enterprise, and the main learning environment is the daily production environment of the enterprise. The government gives certain support in policy, and gives

certain subsidies to enterprises that carry out apprenticeship talent training. The modern apprenticeship talent training mode emphasizes the coordination and cooperation between enterprises and schools, highlights the main position of enterprises, negotiates and formulates scientific curriculum system together, and cultivates more excellent talents [1].

3. WILLINGNESS OF ENTERPRISES IN WENZHOU TO IMPLEMENT APPRENTICESHIP TALENT TRAINING

Wenzhou enterprises have the following opportunities to come into the willingness of implementing apprenticeship talent training: First, the apprenticeship talent training model has been implemented in some foreign countries, such as the UK and Switzerland, and has achieved good results, contributing an important force to the country's technical talent output, so this talent training model has begun to be sought after by major enterprises. At present, some small and medium-sized enterprises in our country begin to try to implement the apprenticeship talent training mode, because their demand for talents is very urgent, and most of the enterprises that are keen to participate in talent training are private enterprises. Second, the autonomy of enterprises began to increase. In the past, in the process of apprenticeship talent training, the subjectivity of enterprises is not strong, and the sense of participation is weak, so many enterprises are no longer willing to invest in talent training. However, the modern apprenticeship talent training mode takes the enterprise as the main body, and the enterprise has the leading role, and also has a greater say in the design of the curriculum system, which can ensure that the apprentices trained meet the requirements of the enterprise talent standards, and truly achieve the goal of delivering talents for the enterprise. Third, the implementation of the apprenticeship talent training mode is in line with the strategic requirements of enterprise's business and development and can bring more benefits to the enterprise. In the new era, the competition among enterprises is very fierce. The core competition is talent competition. Only by continuously importing excellent talents can the long-term development of enterprises be promoted [2].

4. FACTORS INFLUENCING THE EFFECT OF THE IMPLEMENTATION OF APPRENTICESHIP TALENT TRAINING IN WENZHOU ENTERPRISES AT CURRENT STAGE

4.1. The Dominant Position of Enterprises is Not Prominent Enough

At current stage, the most important factor that affects the effect and enthusiasm of the enterprise's implementation of apprenticeship talent training is that the role of the enterprise is too marginal to effectively highlight the dominant position of the enterprise. Although talent training is a school affair, there is a close relationship between vocational colleges and enterprises. Schools can provide excellent technical talents for enterprises, while enterprises can provide students with practice platforms and training opportunities. At present, many enterprises will still carry out pre job training after the recruitment of employees, because the knowledge learned by students in school can not be fully applied to the enterprise post work, most of which are theoretical teaching, so that the practical ability of students can not meet the needs of enterprise work. Compared with the implementation of apprenticeship talent training in enterprises, enterprises are more willing to take the way of pre job training to cultivate talents. The reason lies in the lack of driving force for enterprise, which will increase the cost of the enterprise to a certain extent, so that the enthusiasm of the enterprise is not high, and the business objective of the enterprise is to obtain more benefits, and it focuses on production and operation[3].

4.2. Divorced from Reality, School-Enterprise Cooperation Cannot Be Guaranteed

School-enterprise cooperation has become one of the important directions of the current development of talent cultivation mode in our country, and many enterprises and schools are trying it, and have achieved certain results. However, due to the continuous changes in the economic situation of our country, the curriculum content of apprenticeship talent training mode and the standard requirements of school-enterprise cooperation will change accordingly, which is not a simple problem. Moreover, the participation of most enterprises is not high, which results in that the teaching curriculum system formulated is not consistent with the actual production of enterprises, it is difficult to meet the talent demand of enterprises, and school-enterprise cooperation is difficult to continue[4].

5. THE CHARACTERISTICS OF THE APPRENTICESHIP TALENT TRAINING MODE WITH ENTERPRISES AS THE MAIN BODY

5.1. Scene Reality

The apprenticeship talent training mode with enterprise as the main body provides students with real operation scenarios. It can not only increase the theoretical knowledge system of students, but also provide them with practical training platform, combining theoretical teaching with practical teaching [5].Apprentices can follow their tutors to learn post skills in the enterprise, improve their skills level through the tutor's experience teaching and simulation training. At a certain time, the enterprise can also provide internship opportunities for students, and train their practical ability.

5.2. Enterprises Occupy the Dominant Position

In the process of enterprise apprenticeship talent training, the responsibilities of the enterprise should be clarified and the main position of the enterprise should be highlighted. Its main subjectivity is mainly manifested in the following aspects: The first is that the main learning place of modern apprenticeship system is in the enterprise, and the source of knowledge and skills training of apprentice are all from the enterprise; the second is that the professional ability standard of apprenticeship system is closely related to the demand of post talents of the enterprise; the third is that under the provisions of modern apprenticeship system, it clearly defines the main position of the enterprise, emphasizes that the enterprise is the main responsible person for the apprenticeship talent training, and it is necessary for the enterprise to manage and coordinate the work among various departments and units as a whole, so as to ensure the smooth development of the apprenticeship talent training[6].

5.3. Apprentices Have Dual Identities

In the modern apprenticeship talent training of enterprises, apprentice is not only a student, but also an employee of enterprises. Based on this dual identity, when carrying out apprenticeship training, it should readjust the curriculum, measure the comprehensive quality of apprentice, realize the integration of work and learning, combine theory teaching with practice teaching, so as to give full play to the role of apprenticeship talent training.

5.4. Teaching Content Is Systematic

The modern apprenticeship talent training with enterprises as the main body should not only teach students theoretical knowledge, but also exercise their technical operation ability, improve their professional ethics and strengthen their sense of cooperation. This is a systematic learning course, involving many aspects, emphasizing the cultivation of students' comprehensive ability. The key learning contents include: first, to enhance students' creative awareness, open their thinking, stimulate their curiosity, encourage them to self explore and

discover, and give full play to their imagination; second, to cultivate students' lifelong learning awareness, so that they can keep pace with the times and not be eliminated by the times; third, to strengthen the ideological education of students, adhere to the socialist core values, and make students take this as the code of conduct; fourth, to teach students post professional skills, as well as learning methods, evaluate students' skill level, teach students to communicate with others, find common ground among different professional skills; fifth, improve students' self-confidence[7].

6. EFFECTIVE MEASURES TO PROMOTE THE DEVELOPMENT OF APPRENTICESHIP TALENT TRAINING MODE IN WENZHOU ENTERPRISES

6.1. Establish A Sound System of System Guarantee

When Wenzhou enterprises implement the apprenticeship talent training mode, they need to establish a sound system of system guarantee to support the apprenticeship talent training, so that their work can have a basis and laws, and can give full play to the role of apprenticeship talent training, to ensure the smooth development of the apprenticeship talent training mode. First of all, it is necessary to establish a perfect system of enterprise subject responsibility. In order to encourage enterprises to participate in the apprenticeship talent training, the main position of enterprises can be highlighted and the responsibilities of enterprises in the apprenticeship talent training can be clarified. Enterprises should strengthen cooperation with schools, sign talent training agreements with schools and students, standardize the behavior of apprentice talent training through the form of contracts, carry out efficient talent training work within the scope of legal protection, determine the objectives of apprentice talent training, formulate training contents according to actual requirements, set the period of apprenticeship talent training, and establish a scientific assessment system[8]. Let students be apprentices in the enterprise, so that they can complete theoretical knowledge learning while carrying out practical training, and combine theoretical teaching with practical teaching to improve students' professional ability.

Secondly, it is necessary to establish a perfect enterprise and school joint training system. Enterprises need to strengthen cooperation with schools, select excellent executives, experienced technicians and excellent talents in enterprise management to serve as mentors in the apprenticeship talent training mode, let them lead apprentices to carry out on-the-job training and give them corresponding guidance, so that the apprentices can be familiar with the operation and production process of enterprises in the training process and master the post skills, and cultivate apprentices' professional ethics. In this process, students are no longer limited to school learning. They learn theoretical knowledge from professional course teachers in school, carry out practice training with experienced tutors in enterprises, and master basic post abilities.

Moreover, a scientific investment mechanism of apprenticeship training should be established. It refers to that the apprentices who sign the apprenticeship talent training cooperation should be given basic wages, and maintain they basic life. For some specific occupations, or national vocational skills appraisal, etc., the government should give certain subsidies. For mentors with apprentices, they should be given a certain allowance to protect their legitimate interests, so that they can seriously invest in the work of mentors.

Finally, it should make a perfect apprentice subsidy policy. It refers to that for enterprises that carry out apprenticeship talent training mode, certain vocational training subsidies can be given to reduce the pressure of business operation cost and reduce the training cost of enterprises. For example, if two-year apprenticeship talent training plan is carried out, if the

enterprise has an apprentice, it will be given subsidies ranging from 4000 yuan to 6000 yuan per year.

6.2. Enterprises and Schools Set Up "Tutor and Apprentice Classes" to Complete Apprenticeship Recruitment

In order to implement the talent training policy of apprenticeship system in enterprises and schools, it is necessary to formulate perfect relevant rules and regulations to restrain, encourage the active participation of tutors and apprentices. When the system of "tutor and apprentice classes" was introduced, it not only highlights the mandatory for participation, but also reflects the incentive policy. That is to say, when students and teachers are required to participate actively and arrange school teaching reasonably, they should cooperate with enterprises to complete the production tasks of enterprises. In addition, in order to eliminate the negative emotions that the compulsory policies bring to the students and teachers, it should also highlight the incentive in the system, encourage the students and teachers to participate actively, it should set up the evaluation and promotion mechanism, the incentive mechanism for participation, and the corresponding punishment system, etc.[9]. Enterprises and schools should strengthen exchanges and communication with each other, carry out in-depth cooperation, and jointly create an apprenticeship talent training project office, design scientific talent training programs according to the actual situation and the requirements of enterprise talent training, strengthen research and management in all aspects, formulate scientific rules and regulations, encourage students and teachers to participate together, transform their passive participation into active participation. The enterprise-school cooperation office needs to strengthen the communication with students and teachers, and coordinate with each other first, so as to ensure the smooth development of the apprenticeship talent training work, provide basic life guarantee for them during the training, and solve the problems of "eating", "living" and "traveling". For teachers participating in the apprenticeship talent training mode, whether they are teachers in schools or staff mentors in enterprises, they should be given certain subsidies, in addition to the basic salary, but also relatively improve their salary and give bonuses.

After the establishment of "tutor and apprentice classes" system, it should start to recruit apprentices. Enterprises can build apprentice classes according to their own needs of post talents. For example, an enterprise organizes many high school graduates to apply for an interview, selects 20 apprentices from 100 people to participate in the apprenticeship talent training activities, and signs a contract with them. The training time is two years. In these two years, the enterprise should give the apprentices basic living subsidies and wages, and invest the training costs for them. In addition, the enterprise can also directly set up "apprentice teams and groups" for employees in batches, and carry out systematic training according to different positions and different types of work, so as to improve the professional ability of enterprise employees.

6.3. Adjust the Apprenticeship Course System and Innovate the Teaching Organization Form

When enterprises implement the apprenticeship talent training, they should adjust the apprenticeship curriculum system, and design the appropriate curriculum system with enterprises as the main body, which should include three parts: The first part is the general ability curriculum system. It means that apprentices should learn basic general skills, such as learning basic legal knowledge, having professional ethics, recognizing policy and market situation, mastering basic writing ability and computer operation ability, using simple English for daily communication, learning career planning, etc.. The second part is the curriculum system of professional core skills. In this part, it mainly teaches students professional core courses and professional development curriculum according to the direction of apprentice's

career development, including both theoretical teaching and practical teaching, which should be combined. The teachers of the school are responsible for the teaching of theoretical knowledge, while the tutors of the enterprise are responsible for the practical teaching, realizing the combination of work and learning, helping the apprentices to systematically learn professional knowledge and improve their professional skills. The third part is the comprehensive practical skills curriculum system. This part is mainly to lead apprentices to practice in enterprise production, and participate in post work, so as to train apprentices' practical ability [10].

In addition, it need to innovate the organizational form of teaching. When carrying out the work of apprentice talent training, it can adopt the cooperative teaching mode of double tutors, with the enterprise tutor leading the students to train, at the same time, the school's professional teachers carry out auxiliary teaching, to realize the integration of work and learning. The teaching contents involved shall include but not limited to enterprise culture, operation of each post, basic training of work type and professional skill training, etc. Theory teaching and practice teaching should arrange courses according to a certain proportion. The time of practice teaching should account for 80% of the total time, while the time of theory teaching should account for 20% of the total time. The teaching content needs to be jointly researched and formulated by the enterprise and the school, so that the apprentices can learn in the real production environment of the enterprise. In the course of teaching, it need to make full use of enterprise resources to carry out efficient training.

6.4. Establish A Perfect Assessment and Evaluation Mechanism

When enterprises carry out the work of apprenticeship talent training, they need to establish a scientific assessment and evaluation mechanism, change the traditional assessment method, and the enterprise and the school jointly agree on the assessment method and evaluation method of "tutor and apprentice classes". They should not only pay attention to the final examination results of the students, but also pay attention to the overall performance of the students in the learning process, not only to assess the professional ethics of the students, but also to investigate the professional ability of students. In order to deal with the relationship between tutors and apprentices, enterprises and schools should establish a perfect assessment management system, clearly define the responsibilities of tutors and apprentices, and establish a scientific assessment and reward and punishment mechanism. Scientific assessment can be carried out according to the apprentices' learning attitude and the completion situation of work tasks. Every time a course module is completed, an assessment will be carried out, which will be tested jointly by the teachers of the school and the tutors of the enterprise.

Finally, after all the course projects are completed, the apprentices can be taken to part in the national vocational qualification examination, and the qualified students can pass the course examination. The enterprise and the school jointly make a comprehensive evaluation on the students. In the process of training, for students with excellent performance, enterprises can give them more opportunities when selecting positions and give priority to promotion. In addition, enterprises can also provide more learning platforms for apprentices, support them to study abroad, or engage in practical technology research, etc., to encourage teachers and apprentices to actively participate. If apprentices fail in the course, they can be dealt with according to their actual performance.

7. CONCLUSION

The implementation of the work of apprenticeship talent training in Wenzhou enterprises is an inevitable demand for enterprises to take the road of sustainable development, which is conducive to improving the talent competitiveness of enterprises, and making them occupy a place in the fierce market competition. This is not a simple work. It needs systematic

management, comprehensive control from many aspects, highlighting the subjectivity of enterprises, and active cooperation with schools.

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