



Research on the Training Model of School-enterprise Cooperation in Food Processing

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Abstract: With the continuous improvement of people's living standards, the requirements for food processing are also increasing, and more high-quality and high-skilled food processing talents are needed. For this, relevant colleges and universities need to do a good job in training food processing professionals and the curriculum teaching reform, to promote the transformation of education mode. In this regard, this article introduces the current situation of talent training in the food processing industry, analyzes the important role of school-enterprise cooperation in the cultivation of food processing professionals, and explores the countermeasures of school-enterprise cooperation in food processing.

Keywords: Food Processing Specialty; School-enterprise Cooperation; Talent Training

At this stage, China's economy is in a transitional and rising stage, and the corresponding economic structure is constantly changing. The market has a strong demand for skilled application-oriented talents^[1]. As far as food processing is concerned, the current related food processing innovation concepts, processing technology, equipment, etc. are constantly developing. The implementation of green processing and healthy processing under the premise of ensuring food safety is the main development direction and trend of food processing at this stage. As far as the current training of food processing professionals in related colleges and universities is concerned, the awareness of innovation of related professionals is insufficient, and food processing innovation and skill training need to be improved. In this regard, it is necessary to further strengthen the application of the school-enterprise cooperation education model to promote the transformation of talent training of food processing^[2].

1. Current status of talent demand in the food processing industry

In the development of the national light industry, the food processing industry accounts for a larger proportion. From 1997 to the present, the output value of the food processing industry has been among the biggest in the GDP. After the new century, the food processing industry has developed faster. The contribution rate to the national economy continues to increase. The current food processing industry is moving towards scale and industrialization, and the requirements for talents in related industries are constantly increasing. In the current food processing professional talent market, the overall number of employees is insufficient, and the problem of poor professional skills and level of talents is more common. Especially in the food processing industry, there is a shortage of skilled application talents. At present, the knowledge of most professionals in the industry is relatively simple. They are mainly engaged in food inspection, video production, food packaging, and grassroots management. However, talents of food processing quality control, engineering technicians, and R&D personnel are scarce. In the current period of rapid development and upgrading of the food processing industry, such talent insufficiency seriously affects the progress of industrial transformation and upgrading. In this regard, it is necessary to further grasp the needs of the industry, improve course content and standards, reform the current professional education model, and promote the continuous improvement of professional talent training efficiency^[3].

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2. The important role of school-enterprise cooperation in the cultivation of food processing professionals

The teaching of food processing majors tends to be practical. This course requires students to have a certain degree of practical ability. In traditional course teaching, the theoretical part is more focused than the practical teaching part. In this case, the study of processing professional courses tends to be theoretical, and there is insufficient practical training. Therefore, it is difficult to improve students' true professional skills. The reasons why the school is relatively lagging in practical teaching are: on the one hand, it is affected and restricted by the traditional curriculum teaching mode; on the other hand, the school's resources and conditions are limited. It is necessary to construct corresponding practice teaching sites and equipment and but relevant practical teaching equipment and tools, etc., which requires a certain scale and investment and it is not a small expense for related institutions. In addition, relevant vocational colleges and universities should implement practical teaching for students majoring in food processing, but the relevant faculty is not enough. After graduation, the professional talents trained in this way will not have advantages in the job competition of the company, and the company may need to spend more time and money to train them. The lack of employment competitiveness of graduates will also affect their smooth employment, making it difficult to increase the employment rate of graduates from relevant colleges and universities, and it is also detrimental to the teaching development of the school.

In this case, with the support of school-enterprise cooperation, schools and companies can reach a consensus, and companies can provide rich and diverse practical teaching resources for food processing students, create a real working situation for students, and let them have more practical training opportunities. In this case, students can learn the theoretical knowledge of the school while practicing in the enterprise, which can promote the integration of knowledge and the effective training of professional talents^[4]. This is a win-win situation for companies, schools, and students, that companies can obtain higher-quality employees, students can achieve smooth employment, and the employment rate of schools can increase.

3. Countermeasures for cultivating talents for food processing majors in school-enterprise cooperation

3.1 Deepen school-enterprise cooperation and strengthen professional practice teaching

At present, in the training of food processing professionals, to improve the quality of education, it is a must to pay attention to the deepening of school-enterprise cooperation, and grasp the training, development, professional settings, student internship management methods, student employment, etc. to further expand the scope of school-enterprise cooperation and extend in depth to achieve the goal of "school-enterprise win-win situation". Schools and enterprises should jointly strengthen the management of students' internships, ensure their personal safety during the internship, do a good job in safety education, and stimulate their willingness to further innovate forms of cooperation with enterprises, and use school-enterprise cooperation as a favorable opportunity to achieve an organic combination of school-enterprise resources. They should optimize the configuration, actively explore new paths for talent training, and improve the quality of talent training. With the advantages of corporate practical teaching resources, students have more opportunities to do internships in companies, provide technical services for students, and carry out all-round cooperation in student employment, so as to achieve a win-win situation for schools and enterprises. The two parties can conduct in-depth exchanges on student internship positions, internship management, internship files, student accommodation and personal safety, and conduct full discussions on the forms of school-enterprise cooperation in food processing technology, talent training models, and social services. This will help promote the deep integration of schools and enterprises and lay a solid foundation for mutual benefit and win-win results for both parties.

In the school-enterprise cooperation, the two parties should focus on school-enterprise cooperation, internship training, campus recruitment and other topics. Through in-depth and candid negotiations, they are able to strengthen exchanges and cooperation in order-based talent training, promote student internship and employment, synchronize key food processing technologies, and carry out cooperative research in the fields of food quality control and equipment research and development.

3.2 Deepen the reform of curriculum teaching and realize the docking between majors and enterprises

At present, in the training of food processing professionals in vocational colleges, there is actually a certain disconnection between professional curriculum settings and market demand. In this regard, it is necessary to further improve the curriculum reform and optimization work under the cooperation of schools and enterprises, and build cooperation models between schools and enterprises, which can promote students' comprehensive moral, intellectual and physical development, stimulates students' enthusiasm for learning professional knowledge, enhances students' awareness of continuous innovation, and at the same time shares corporate culture with them, which further promotes the cooperative relationship between schools and enterprises and achieves a tripartite win-win situation^[5]. Universities and enterprises should make resource interaction, combine the job requirements of enterprises with the talent training system and talent training goals, and coordinate with each other to connect the training of universities to the needs of enterprises. In terms of specific food processing professional courses, it should be based on the market research of the enterprise, clarify the current development trend and direction of food processing technology, and clarify the core qualities and capabilities of professionals, so as to reform the food processing professional courses. It is necessary to improve the course teaching content and system, and promote the connection of professional teaching models with the needs of corporate talents. Only in this way can the food processing talents cultivated better meet the needs of market development, and be skillful in corporate jobs in the future. Their knowledge and skills learned will promote the development and progress of the industry.

4. Conclusion

With the rapid development of the food processing industry, the market demand for food processing professionals has changed, and higher requirements have been put forward for talent training. In this regard, relevant vocational colleges should deepen the application of the school-enterprise cooperation education model and pay attention to the construction of a collaborative education model. In view of the main problems existing in the training of professional talents in food processing enterprises, it is necessary to further carry out relevant reforms and innovative measures to promote the joint role of both schools and enterprises in the training of food processing professionals, to strengthen the connection between theoretical and practical teaching of students, and truly improve the professional skills of food processing students. This will cultivate more high-quality and application-oriented talents for the food processing market and improve the overall development of the food processing industry.

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