



Research on the motivation of university-enterprise cooperative training for full-time professional degree postgraduates

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Abstract

Since 2009, in order to solve the problem of insufficient practical ability of academic postgraduate students, the state has put forward and implemented the training plan for full-time professional postgraduate students. From full-time professional degree postgraduate university-enterprise cooperation to develop study of endogenous power of the parties, discusses the endogenous power of the parties and its driving mechanism, proposed the influence factors: full-time professional degree graduate student cultivation of long-term incentive mechanism, for advanced applied talents cultivation of university-enterprise cooperation puts forward a new model, It can be used for reference for the training of talents in various engineering colleges and universities.

Keywords: professional master's degree graduate, training of practical ability, endogenous motivation, long-term incentive mechanism

Introduction

Since the official recruitment of professional degree postgraduates in 2009, a series of policy documents have been issued successively, which emphasize the cultivation of practical ability of professional degree postgraduates. In July 2013, the Opinions of the Ministry of Education, National Development and Reform Commission and the Ministry of Finance on deepening the reform of graduate Education (Teaching Research [2013] No. 1) [1] clearly put forward that to To establish a professional degree postgraduate training model oriented to enhance vocational ability. In September 2020, The opinions on accelerating the reform and development of graduate education in the new era (Teaching Research [2020] No.9) [2] put forward that it is necessary to strengthen the education mechanism of integrating production and education and strengthen the cultivation of practical innovation ability of graduate students with professional degrees, all of which put forward requirements for the cultivation of practical ability of graduate students with professional degrees At present, various universities in cultivating professional degree graduate students, both for university-enterprise cooperation cultivation specific measures are put forward, mainly concentrated in graduate education in professional degree request has the certain period of time in the process of enterprise practice, the practice as an important part in the postgraduate students to organize the implementation, the specific requirements are put forward for university-enterprise cooperation [3, 4], but at the moment The research on school-enterprise collaborative training is still in the experimental stage of crossing the river by walking on stones, and there is no clear evaluation standard for the effectiveness of school-enterprise collaborative training. This paper starts from the direct stakeholders such as school enterprise graduate students' on-campus mentors and enterprise mentors to study the main influencing factors of the effectiveness of school-enterprise collaborative training, so as to provide reference for the formulation of evaluation standards.

Development of postgraduate education for professional degrees

The United States first carried out professional degree graduate education, whose main purpose is to cultivate higher professional talents who can combine scientific and technological knowledge and practical experience to solve practical problems for enterprises or society in a specific industry Germany to implement the dual system of education, regulations work-study pattern for college education, taking university period system, 6 months each semester, each semester, not less than 3 months in the enterprise to participate in practice, the three months to return to school to participate in classroom learning, so that the students can make necessary theoretical study and combining with enterprise practice and theory with practice and more clear between theory study and practice Britain, Canada, Japan and other countries adopt tax reduction and other measures for enterprises at the government level to encourage enterprises to get involved in higher education personnel training and strengthen school-enterprise cooperation.

The concept of master of engineering was put forward in 1984 in China, and the Academic Degrees Committee of The State Council approved the establishment of the professional degree of master of engineering in 1997. In 2009, our country allowed all schools to cultivate full-time professional masters in order to make up for the poor practical operation ability of academic masters. Therefore, the graduate education of full-time professional degree in China is a development process of finding the problem in practice, and then analyzing the problem and solving it from the perspective of policy. At present, full-time professional degree and academic degree graduate education have formed a situation that the whole world is equally divided, and even professional degree graduate students account for a larger proportion [5]. Some universities believe that professional degree postgraduate training should be the mainstream of postgraduate training, and special emphasis

should be placed on the importance of the cultivation of practical innovation ability and the importance of school-enterprise cooperation in the process of postgraduate training.

Dynamic analysis of participants in university-enterprise cooperation in training professional degree postgraduates

In the process of school-enterprise cooperation, the motivation of each participant plays a key role in the success of professional degree graduate training. It is necessary to analyze the motivation of each participant.

The first aspect is the university. As the main body of professional degree graduate training, it has the intention to make graduate students succeed in the process of training. Therefore, in the development of training program, training process management and other aspects, are considered from this goal, hoping that after the end of the training process, professional degree graduates can achieve success, which is also the endogenous power of the school.

The second aspect is the enterprise. Generally speaking, the training of professional degree graduate student needs to have the joint training base that cooperates with the enterprise to establish. But for enterprises, in most cases, they passively accept the training ideas of schools and cooperate with schools in the training of professional degree postgraduates. Their motivation depends more on whether the training base can produce benefits for enterprises, including economic and social benefits. If the government can give enterprises direct tax breaks and other preferential policies, it may stimulate the passion and motivation of enterprises to participate in the training of graduate students more intuitively. From another point of view, if the enterprise can get the most direct benefit from the training base, it will also stimulate the endogenous power of the enterprise.

The third aspect is the on-campus tutor. As the direct manager of the graduate students, the on-campus tutor will certainly have the expectation of the successful training of graduate students from the subjective will, which is also the endogenous power.

The fourth is the enterprise tutor. Enterprise mentors as the supervisor of graduate students in the process of enterprise practice, are willing to make graduate student success in the process of enterprise practice, but the success does not have a direct impact on these tutors, which affects their motivation to a certain extent. If their students' success can make a difference (especially in a good way) to their careers, the tutors' motivation will be heightened.

Fifth, graduate students themselves: Them to their own success, there will be expected to get success in the cooperation between colleges, and graduated is its immediate needs, but if success in the cooperation between colleges and does not affect the graduation, there may be idle psychology, think the cultivation process just school process requirements, therefore, the enterprise practice as a condition of graduation is graduate himself The key to endogenous dynamics.

Finally, as for the graduate students themselves, they must have expectations for their own success, and their immediate needs are to succeed in school-enterprise cooperation and graduate smoothly. However, if the success of the school-enterprise cooperation has no impact on the graduation of graduate students, they may be lazy and think

that this training process is only the needs of the school training process. Therefore, taking enterprise practice as the graduation condition is the key to the endogenous motivation of graduate students themselves.

To sum up, subjects with endogenous motivation include schools and tutors, while those that may be triggered by external motivation include enterprises, tutors and students themselves. In the process of system design, comprehensive considerations should be taken to stimulate the motivation of all participants as much as possible.

Motivation excitation of participants in school-enterprise cooperation to cultivate professional degree postgraduates

Schools and on-campus tutors have the endogenous motivation for graduate students to succeed, and the current system is sufficient to ensure the stimulation of endogenous motivation. What should be considered is the motivation of enterprises, enterprise mentors and students themselves.

For the graduate students themselves, the main factor to stimulate their endogenous motivation is the evaluation standard of the university in the process of graduate training. Only if the success of graduate students in the enterprise becomes a necessary condition for their graduation, they can stimulate their endogenous motivation. At the same time, if enterprise practice can become the starting point of graduate students' career success, it will further stimulate their endogenous motivation.

Enterprise mentors generally have a senior title, which is mainly composed of middle and senior leaders in the enterprise, and there are enough work tasks in the enterprise. If there is no appropriate stimulus, it will greatly discourage their enthusiasm, resulting in their failure to spare enough time for the training and guidance of graduate students.

For enterprises, it may be a relatively long process to provide preferential policies to help graduate training from the government level, but if it can produce direct benefits from the process of graduate training, it is a problem that can be studied. Enterprises generally have some problems in the process of work, which often need to spend a large amount of manpower, material resources and financial resources to invite professional and technical personnel to conduct research and find solutions, which is exactly the problem that the postgraduate training base can help solve.

On the one hand, the on-campus tutors of graduate students are usually professional and technical personnel with certain scientific research experience in the university, who can assist enterprises in the development and research of practical engineering problems and achieve research results. Secondly, enterprise mentors can participate in the research of practical engineering problems with their own practical experience. In the case of limited time, if there are full-time research students to cooperate with the research, the research ability of the enterprise supervisor will be maximized. Finally, graduate students can conduct purposeful research on some topics in the practice process, which will contribute to the purposefulness of their research and ensure the depth of their corporate practice activities. The only problem is that the enterprises often cannot effectively summarize the problems encountered, it is difficult to form a research topic, and they lack enough experience to organize the topic for research. The usual situation is that after they encounter a problem, they will find professional institutions or professional technical

personnel for consultation, through professional technical personnel to study the solution of the problem, this process must pay a certain reward. The enterprise employs the on-campus tutor to form an expert team with the enterprise tutor to analyze and study the problems existing in the operation process of the enterprise and form a certain cross-sectional research project for the graduate students to study in the process of enterprise practice. This process not only solves the problems of the enterprise, but also provides a cross-sectional research project for the tutors in the university, and provides a way for the tutors to play their own scientific research ability, which can be said to kill multiple birds with one stone.

Such measures, on the one hand, solve the problem of endogenous motivation of the enterprise, and on the other hand, solve the problem of endogenous motivation of the enterprise tutor, which will surely become the main way to stimulate the motivation of the university-enterprise joint graduate training in the future.

Construction of long-term dynamic mechanism for university-enterprise cooperative training of professional degree postgraduates

Based on the analysis of the actual needs of all parties involved in the joint training of graduate students, the endogenous dynamic stimulation approach based on the joint training base is proposed in the previous analysis. In order to realize the sustainable development of joint training mode, the construction of a long-term dynamic mechanism based on the interests of all parties is a problem that must be seriously considered in school-enterprise joint training, especially the following two aspects are very important to the sustainable development of joint training mode.

a. Reasonable benefit distribution mechanism.

The interests involved in joint training mainly include material benefits such as postgraduate training funds, management costs, state subsidies, and other non-material benefits such as patents, ownership of achievements, awards, reputation and reputation. The parties of joint training have different interest motives and interest appeals. How to coordinate different interest subjects and rationally distribute interests is related to the smooth progress of joint training, and even the core factor that determines the success or failure of joint training. Therefore, the establishment of a fair, objective and scientific benefit distribution system is of great significance for all innovative subjects to actively participate in joint training, and is the key to maintain the effective operation of joint training system.

b. Effective internal incentive mechanism

The premise of the continuous and healthy development of joint training is to fully mobilize the vitality and power of each subject. Taking into account the working attitude of the staff such as graduate tutors in schools and enterprises, the passion and vitality of training top innovative talents will be affected and restricted by a variety of conditions in the real environment, therefore, in order to promote the smooth progress of the joint training of graduate students, we must establish a set of internal incentive system which can fully mobilize the enthusiasm of each subject, and stimulate the potential of each subject to train top-notch innovative talents through the establishment of a scientific training

performance evaluation system, so as to provide impetus for the smooth progress of the joint training of graduate students.

Conclusion

In this paper, the key factors to stimulate the endogenous motivation of each participant are studied from the angle of the endogenous power of each participant in the process of joint training for professional degree postgraduate. The long-term motive mechanism of postgraduate's cooperative cultivation between university and enterprise is put forward, including reasonable benefit distribution mechanism and effective internal incentive mechanism, etc. The roles that the university, the tutor, the enterprise, the tutor and the graduate should play in the process of school-enterprise cooperation are discussed in detail, which provides a useful reference for the improvement of the quality of professional degree graduate training.

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