

On the Cultural Integration in University Enterprise Cooperation

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Abstract: Based on the analysis and definition of the connotation of university enterprise cooperation promotion mechanism, from the four aspects of policy, system, culture and the improvement of university enterprise cooperation operation mechanism itself, this paper puts forward four major components of University Enterprise Cooperation Promotion Mechanism in higher vocational colleges. The enterprising of campus culture has carried out the idea and idea of school enterprise cooperation, which is an effective way for the construction of campus culture in Colleges and universities. Starting from the connotation of campus culture and enterprise culture, this paper seeks the theoretical basis for the integration of the two, focusing on the effective research on the way of the integration of campus culture and enterprise culture in higher vocational colleges. So as to enhance the stamina of educational development. This paper puts forward corresponding countermeasures and suggestions for the integration of school-enterprise culture and enhancement of the development potential of higher vocational education.

1. Introduction

School-enterprise cooperation is an important mode for colleges and universities to cultivate high-quality skilled talents, and it is a basic way to achieve colleges and universities talent training goals. The well-known educator Lu Xingwei wrote a review and summary of China's traditional education: the teaching content is rigid and the syllabus has not changed for many years; pure knowledge education, the replication of old experience, neglect of practice, and no training of students' practical ability; Examination scores are judged high or low; humanities education is ignored, and comprehensive quality education is not carried out, etc. [1]. Culture has the characteristics of long-term formation, continuous stability, and resistance to reform. The integration of culture is the high recognition and unanimous recognition of personal and organizational ideas, behaviors, consciousness, etc., which can promote the sublimation and sustainability of communication and cooperation. Integrating corporate culture, industry culture, local culture and school culture in school-enterprise cooperation, reforming the cooperation model, enriching the content of cooperation, improving the level of cooperation, cultivating students' survivability and cultural adaptability focusing on professional skills, and strengthening students' society Survivability and cultural viability, improve the quality of talent training, and enhance the staying power of higher vocational education development [2]. The school-based campus culture construction mode originally used in our country can not adapt to the development trend of the times, nor can it meet the development needs of the present society [3]. As a result, the students who graduated from higher vocational colleges cannot find suitable jobs and their employment rate is relatively poor. In this regard, the reasonable use of school-enterprise cooperation mode, in the context of its cooperation, cultivate a group of talents with strong practical ability, expand the way students graduate, so that school-enterprise culture can better carry out activities, merge with each other, update the content of cultural construction, and set the development goals of enterprises and schools. The deep integration of school and enterprise is the core strength to enhance the development connotation of higher vocational colleges. In the process of school enterprise cooperation, there must be collision and integration between campus culture and enterprise culture. Higher vocational colleges should effectively use the channel of school enterprise cooperation to integrate enterprise culture into the construction of campus culture, and create a good campus culture for cultivating high-level technical talents by building a campus culture with distinct

enterprise characteristics Good environment, in order to achieve the “zero distance” employment of students to do a good job in pre service cultural reserves [4].

2. Cultural Mechanism of School Enterprise Integration

2.1 Creating a Culture of Technical Atmosphere in Higher Vocational Colleges

School-enterprise cooperation is the behavior of both the school and the enterprise. The policy mechanism for promoting college-enterprise cooperation in universities must be considered from both the school and the enterprise. The macro and the micro are combined. The role of practice. In order to realize the true and long-term cooperation between universities and enterprises, we must start with the cultural mechanism and strengthen the cultural integration between the two sides [5]. Specifically, higher campus culture mainly refers to cultural phenomena such as group consciousness, values, behavioral patterns, and lifestyles formed in specific areas of higher vocational colleges, and is an important way to educate and guide the healthy growth and comprehensive talents of vocational students. And corporate culture mainly refers to the integration of common values, behavior patterns, feeling atmosphere and corporate image, which is advocated by enterprise managers and gradually formed among most employees in the process of enterprise management practice. Higher vocational colleges are the application-oriented technical talents needed for the production line. Therefore, in the process of cultivating students, technology should be the key content, which should embody the characteristics of technical education in the aspects of educational resource allocation, teachers' team construction, curriculum system construction, teaching means, examination and campus cultural activities. Only by focusing on technical education can higher vocational colleges reach a consensus with the needs of enterprises for updating production technology. In addition, the school can also employ entrepreneurs who have become rich by relying on new technologies to come to the school for discussion, and encourage students to “strengthen themselves through technology and start their own businesses” with their personal success stories, making the whole campus full of a culture of learning technology [6]. Work-study combination is the focus of the survival and development of higher vocational colleges. At the same time, through work-study combination, it will also provide help for the cultural integration between colleges and enterprises. Higher vocational colleges should follow the principle of going out and coming in, make good use of the carrier of joint education, build a platform for the integration of school-enterprise culture, and introduce more elements of enterprise culture into its platform to continuously enrich the connotation of the overall campus culture. More communication with the enterprise, jointly set up corresponding cultural activities, imperceptibly improve the enterprise students' own innovation ability [7]. The outstanding achievements of the college in the process of running the school mainly lie in its establishment of the guiding ideology of “promoting reform through research, promoting teaching through research, improving the level of research and creating characteristics”, guiding and encouraging teachers to carry out social services and teaching and scientific research through school enterprise cooperative research and development and other ways, promoting practical teaching reform with the basic characteristics of integration of industry and education, and school enterprise cooperation, and focusing on the adjustment of training venues The layout of the teaching building is optimized to form the school running characteristics of “integration of theory and practice” [8]. First of all, I used “school enterprise cooperation”, “school enterprise cooperation in Higher Vocational Education”, “school enterprise cooperation in running schools” as search terms to search for a large number of journals and doctoral papers in China. As shown in Table 1.

Table 1 Search Results Of Papers Related to “School Enterprise Cooperation” Are Included in the Title

Search terms	Journal articles	Master's dissertation
	Total	Total
School enterprise cooperation	8214	220
University Enterprise Cooperation	1354	58
School enterprise cooperation in Higher Vocational Education	670	21
School enterprise cooperation	564	34

2.2 Integrate the Spirit of Enterprise and Cultivate the Professional Ethics of Students

Teachers need to properly guide students and set career goals for their development. At the same time, you can also use the apprenticeship method to hire the experts of the enterprise, and use the teaching mode of hand-to-hand, and the professional of the enterprise will produce in the process of teaching. The leader of the enterprise is the advocate, organizer and implementer of the corporate culture. During the operation and management of the enterprise, a relatively systematic and mature management thought and cultural thinking have been formed. It has been implemented and implemented in the corporate organization and has achieved success. . Through the opening of the “General Manager Forum”, regular or irregular invitations to the managers of partner companies to provide corporate culture lectures for students, so that students can understand and share the thoughts and experiences of business leaders, so that the majority of students can get education and inspiration from them, Resonate with them, feel the charm of corporate culture, enhance understanding of the enterprise, and deepen the feelings for the enterprise, which will help students better adapt to the corporate culture during internships, training and employment, reduce cultural conflicts, and achieve corporate culture and campus The collision and fusion of cultures. The enterprise selects a certain number of existing students and jointly trains “prospective employees” according to the enterprise's employment standards, so that students can have more opportunities to practice and exercise in the enterprise, experience the culture of the enterprise and the future working environment, reduce cultural maladaptation, train more targeted talents, improve the quality of talent training, and improve the employment rate and employment quality of students [9]. Enterprises can set up scholarships named after enterprises in schools according to their majors, grades or classes, so that students can learn about and contact enterprises in advance through scholarships, and through the acquisition of scholarships, students can generate gratitude and goodwill towards enterprises from the heart, enhance their affinity, identity and sense of belonging to enterprises, feel the culture and atmosphere of enterprises, and reduce conflicts with enterprise culture.

2.3 School and Enterprise Strengthen the Construction of Learning Organization

Both schools and enterprises should strengthen the construction of learning organization and create a learning atmosphere. First of all, from the point of view of the school, to strengthen the construction of learning organization is mainly aimed at the teachers and workers of the school. The managers of higher vocational colleges, through the establishment of learning organization, encourage the majority of on-the-job teachers to practice in the enterprise to enrich their knowledge reserves, or combine with the enterprise to carry out technical research and so on, undoubtedly play a significant role in promoting the cooperation between the school and the enterprise. There is no doubt that the formation of enterprise learning atmosphere reduces the gap between enterprises and schools, and increases the homogeneity between enterprises and schools. At the same time, this “learning atmosphere” plays an indirect and significant role in the development of enterprises. “The competition of enterprises is ultimately the competition of learning ability”. In addition, when enterprises establish high-quality staff, they can arrange their staff to The school continues to pursue further education and invite more qualified experts from the school to give lectures to the enterprise. It can be seen that it is of great significance for the school enterprise cooperation to speed up the construction of learning organization [10].Therefore, during the graduation education

process for graduates, we will cooperate with enterprises to hold “job training” for new employees in schools in advance. During the training process, we will compare the living campus culture with the future corporate culture, which can enable Graduating students have a deeper understanding of corporate culture and campus culture, make good psychological expectations, and reduce indications. At the same time, students of other grades and majors are allowed to attend and increase the education. At the same time, the two cultures can have an impact on students and expand the impact of corporate culture on other grades of students.

2.4 Sound Institutional Mechanisms

At present, our country has formulated a series of related systems of school-enterprise cooperation, such as vocational qualification certificate system, certificate system, etc., all of which have played a certain role in the implementation of school-enterprise cooperation. For example, the relevant national regulations on the specialty of nurses require nurses to hold a “nurse qualification certificate” before taking up their posts, which greatly promotes the development of off-campus practice for nurses. However, only these related systems are not enough. In order to effectively promote the school enterprise cooperation and improve the effect of school enterprise cooperation, we must formulate the system for school enterprise cooperation itself. Therefore, teachers should go out of the campus and enter the enterprise. They should take up the post and take the post in the enterprise to practice, understand the work post and environment, enhance the practical ability and practical teaching ability, experience the enterprise culture, reform the classroom teaching mode, highlight the skill requirements of the post, and make teachers become skilled, task-based and modular. The classroom teaching mode with cultural transmission can reach the standard of “Double Teachers”, realize the transformation of teachers, and lay the foundation for the improvement of teaching quality. From Figure 1, we can see the cooperation mode adopted by colleges and universities in recent year.

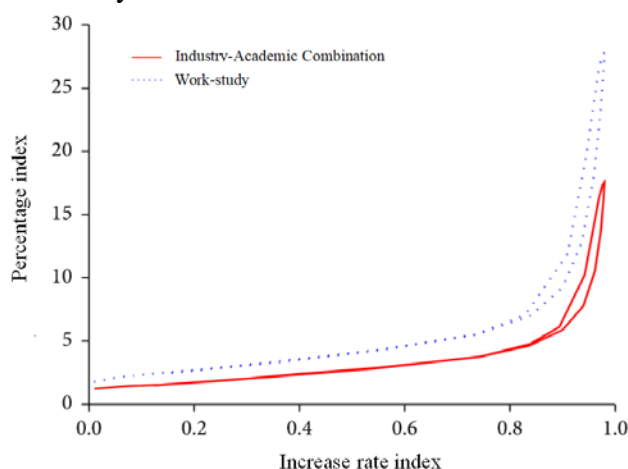


Fig.1 The Pattern Diagram of the Docking and Increasing of Higher Campus Culture

3. Strategies of Cultural Construction in Higher Vocational Colleges under the Background of School Enterprise Cooperation

3.1 Accurate Orientation of Construction

Both schools and enterprises should actively expand diversified school-enterprise cooperation in running schools based on the principles of “resource sharing, complementary advantages, collaborative innovation, and emphasis on practical results”, implement a “order-oriented” talent training model, and provide practical enterprises with targeted Talents, promote the integration of production and education, and expand employment channels for graduates.

3.2 Perfect Security System

Integrate the spirit of enterprise and cultivate the professional ethics of students

The cultural construction of higher vocational colleges needs to be jointly constructed from many aspects, but the material culture construction should be effective and lasting. The construction of material culture is the carrier of intuitively embodying the spirit and tradition of campus culture, the important external form of spreading campus culture and the indispensable factor of educating people. The material carrier of campus culture in higher vocational colleges, on the basis of beauty and refinement, highlights the characteristics of occupation and the atmosphere of enterprise culture, and promotes students' professional identity.

3.3 Standardize Students' Behavior and Cultivate Their Professional Quality

The noble qualities of industrial employees, such as selflessness, hard work, dedication, mutual help and fraternity, edify students at all times. Through the experience of immersion and exposure, they effectively enhance the adaptability of students to employment, improve the students' ability to resist career frustrations and risks, help students strengthen their professional awareness, improve their professional quality, and help students to form professional ethics and optimize their professional skills. Standardizing students' behavior and cultivating good professional quality are undoubtedly important measures for students to adapt to corporate culture. While receiving management education in ordinary colleges and universities, higher vocational students should also pay attention to absorbing management experience and cultural connotation of excellent enterprises, and strengthen contents closely related to corporate culture, such as honesty, discipline-keeping, professionalism, unity, etc. When formulating students' behavior standards, they should pay attention to attracting corporate system culture and behavior culture, such as the assessment of students' late and early departure, examination room violation of discipline, etc. They can learn from corporate management methods. Students wear uniform and work cards in the training workshop. They are not allowed to leave their posts without permission or make loud noises. Under the influence of the campus culture that integrates the corporate system.

3.4 Integrating Rich Cultural Connotations and Building Training Bases in Schools

School-enterprise cooperation is an operating mechanism oriented to the market and social needs. The school-enterprise cooperation can directly apply the enterprise's production projects to teaching practice, and give play to the functions of the two different educational environments and educational resources of schools and enterprises in cultivating students' comprehensive quality and innovative ability. Important conditions for students to develop skills and improve their quality. However, due to the influence of school resources and other factors, it is possible to integrate enterprise industry resources, strengthen cooperation with related enterprises, enrich the connotation of cooperation, enhance the level of cooperation, and build a training base named by the enterprise. The construction of the base will realize joint investment, joint construction, joint management and joint training between schools and enterprises. Through the construction of the naming base, it provides a venue and material basis for personnel and cultural exchanges between the two sides, improves the quality of personnel training, enables students to increase their understanding and knowledge of the enterprise and its culture, cultivates their feelings towards the enterprise and adapts to the culture of the enterprise.

4. Conclusion

According to the above content of the article, the cultural construction of Higher Vocational Colleges under the background of school enterprise cooperation is very important, which will effectively promote the construction of the spiritual style of higher vocational colleges. At the same time, the form of school enterprise cooperation can also be used to highlight the characteristics of Higher Vocational colleges and greatly improve the development level of campus culture. In a word, the school enterprise culture blends and influences each other in the school enterprise cooperation. The campus culture of Higher Vocational Colleges fully absorbs the high-quality factors of the enterprise culture, creates a strong enterprise culture atmosphere in the campus, enriches and develops the connotation of the campus culture of higher vocational colleges, which is not only

conducive to the improvement of the quality of personnel training in higher vocational colleges, but also conducive to the enterprise brand and the harmonious environment of the school enterprise. In order to enhance the development of higher vocational colleges, we must adhere to the market orientation of talent training, dredge the “export” of students, and cultivate “marketable” talents with high skills, high quality and characteristics. This requires focusing on the cultivation of students' “soft power”, that is, the cultivation of cultural adaptability, which runs through the entire process of talent training. The rich content of talent training requires higher education institutions to strengthen integration and cooperation with industries and enterprises, enrich the connotation of cooperation, enhance the level of cooperation, increase the integration of each other's culture, jointly cultivate distinctive professional cultures, and develop mutually beneficial. Continued cooperative relationships provide a good foundation for talent training. The interests of both parties in the enterprise are mutually beneficial, without jeopardizing the core business interests of the enterprise, and without deviating from the educational bottom line of the school. The two parties to the cooperation maintain their independence, mutual respect, mutual understanding, tolerance, and mutual promotion in terms of spiritual culture.

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