

Thoughts and Countermeasures of School-Enterprise Cultural Integration based on School-Enterprise Cooperation

Wu Mingqing

Shandong Transport Vocational College, Shandong Weifang, 261206, China;

E-mail: wmq0818@163.com

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Abstract: School-enterprise cultural integration is an innovative talent training mode that makes rational use of the advantages of both schools and enterprises. Through school-enterprise cultural integration, the culture of schools and enterprises can be effectively promoted to be cohesive and integrated, which is conducive to promoting the professional quality of students majoring in automobiles and further promoting the development of Vocational colleges. At the same time, it also promotes the development of Vocational colleges. It can provide high-quality talents for enterprises and promote the development of enterprises. However, in the process of promoting the development of school-enterprise cultural integration, there are also some problems, which hinder the development of school-enterprise cultural integration. Firstly, this paper analyses the current situation of school-enterprise cultural integration of automobile manufacturing specialty, points out the current development situation and existing problems, then analyses the causes of these problems, and finally puts forward some suggestions on how to promote the integration of school-enterprise culture of automobile manufacturing specialty, in order to promote better promotion. Integration and development of school-enterprise culture of motor vehicle manufacturing specialty group.

At present, when vocational colleges cultivate talents, a mode of cultural integration and cooperation between schools and enterprises has arisen, which provides an effective reference for exploring new applied talents through the mutual integration of their respective organizational cultures. Under this mode, enterprises can shape their own corporate culture with the help of the cultural connotations of colleges and universities, form the consensus and cohesion of employees and enhance the competitiveness of enterprises; for Vocational colleges, we can learn from the efficient organizational form of enterprises to strengthen the management of schools, improve the efficiency of personnel training, and improve the competitiveness of enterprises. And promote the development of schools. In this sense, it is an efficient way to promote the win-win development of enterprises and schools to promote the integration and development of school enterprise culture of automobile manufacturing professional groups.

1. Analysis of Problems in the Development of School-Enterprise Cultural Integration of Automobile Manufacturing Specialty Groups

1.1 Unidirectional Integration of School-Enterprise Culture

In the early stage of school-enterprise cultural integration, corporate culture benefits from its diversified advantages and has stronger influence than campus culture. This leads to the phenomenon that school culture transfers corporate culture in the early stage of school-enterprise cultural integration. At this stage, school culture passively accepts enterprises. In order to respond to the needs of the government's educational reform or to improve the level of running a school, vocational schools have a more active attitude and will to cooperate with enterprises to promote the integration and development of school-enterprise culture. Therefore, vocational colleges tend to come actively. The introduction of excellent corporate culture into their own cultural construction, correspondingly, enterprises hold a more conservative attitude towards the development of

school-enterprise cultural integration. In the specific promotion process, it appears relatively negative, thus reducing its role. Under this mode of integration, it is difficult to guarantee the effect of the development of school-enterprise integration.

1.2 Simplification of the Integration Content of School-Enterprise Culture

At present, in the process of school-enterprise cultural integration, there is a common phenomenon that the content of cultural integration is relatively single. That is to say, when vocational schools integrate a kind of corporate culture into their own culture, the means of integration are too rigid and mechanized. For corporate culture, they often have almost all of the schools on the basis of no selection, analysis and demonstration. Majors adopt a one-size-fits-all model and copy rigidly, but only the unique characteristics of their own majors and the actual needs of school culture with distinctive features. In this process of forcibly grafting culture, it is difficult to realize the complementary advantages of both cultures, and even lose their own cultural characteristics, thus failing to achieve the integration and development of school-enterprise culture. The original intention. The formation of any culture requires a long period of accumulation. For an enterprise, the formation of its corporate culture is also slowly formed through the long-term tempering of the market economy, with its own characteristics. At present, most of the objects of school-enterprise culture integration in vocational colleges are small and medium-sized enterprises with a short formation time. Their corporate culture is still in the stage of continuous development and improvement, and their cultural connotation is relatively superficial. Therefore, vocational schools in the development of school-enterprise cultural integration, need to selectively learn from and absorb, and can not violate the general law of things development, eager to adopt a one-size-fits-all rough copy model. The process of cultural integration between school and enterprise should be gradual and in-depth. It will inevitably go through the initial running-in stage, and then to the final mature development stage of mutual learning and complementing each other's strengths and weaknesses, thus forming the situation of common benign development of enterprise culture and school culture.

1.3 Too Utilitarian of the Purpose of School-Enterprise Cultural Integration

In the process of developing school-enterprise culture amalgamation of automobile specialty, school culture is relatively weak in the early stage and will be impacted by enterprise culture. In this process, there are misunderstandings about the concept of cultural amalgamation in schools, which are too pursuing the current interests, ignoring their own functional culture and blindly worshipping enterprise culture. In the process of merging with enterprises, the culture of interest-oriented loses the characteristics of campus culture, is too commercialized, and neglects the quality of personnel training. This kind of cultural integration full of commercial interests is very disadvantageous to the cultural construction of schools. It abandons the cultural values of teaching and educating people and loses its own cultural essence.

For example, the purpose of school-enterprise cultural integration is often to train fast-growing applied students to improve the employment rate of schools, but neglect the influence of cultural values on students; in school curriculum, too much attention is paid to practical courses, while few courses are related to humanistic literacy. Less involved; in the actual learning process of students, only focus on students'skills and abilities can quickly adapt to the needs of the job, for systematic theoretical knowledge, not enough attention [2].

When the automobile specialty of vocational school develops the integration of school and enterprise culture, it is too utilitarian to introduce pragmatism culture into enterprise culture indiscriminately, overemphasize the commercial value of personnel, neglect the edification of humanistic quality of talents, monotonously cultivate their applied skills, and neglect the education of schools. Attributes, too much pursuit of employment rate, lead to vocational schools and school-enterprise cultural integration goals deviate.

2. Analysis of the Reasons for the Integration of School and Enterprise Culture in Automobile Specialty Groups

2.1 Lack of Institutional Guarantee for the Integration of School and Enterprise Culture

At present, the cultural integration between school and enterprise is still in its infancy, and the stimulating effect on economic growth has not been highlighted. In addition, the process of integration is relatively long and the investment output is relatively low, which affects the enthusiasm of government departments to guide the development of cultural integration between school and enterprise, and lacks the necessary institutional policies for the development of cultural integration between school and enterprise. Guidance, which deviates from the current state's emphasis on school-enterprise cultural integration, is difficult to effectively guarantee the development of school-enterprise cultural integration. There are some chaotic phenomena in the development of school-enterprise cultural integration in Vocational schools. The reasons are closely related to the lack of necessary supporting guidance policies by government departments. It is precisely because of the lack of clear policy and regulation constraints and guidance that schools often take policy laws for temporary interests in the development of school-enterprise cultural integration. The grey area of regulation. For example, in the process of cultural integration between schools and enterprises, there will be problems such as the arrangement of internship on post is contrary to the employing needs of enterprises. The root of these problems lies not only in the utilitarian trend of schools, but also in the imperfect policies and regulations of government departments and the lack of maneuverability, which leads to problems such as the lack of effective supervision and guarantee of school-enterprise cooperation agreements, the lack of supervision rewards and punishments mechanism, and seriously hinders the school-enterprise culture. Fusion of healthy and long-term development.

2.2 There are misunderstandings about vocational education and too much emphasis on form

At present, after the reform and opening up, we pay more and more attention to vocational education, but it is undeniable that there are still many misunderstandings about Vocational education, conflicting psychology about participating in Vocational education, lack of necessary confidence in its employment development, and people's prejudice towards vocational education. As a direct result, the enthusiasm for vocational education reform is too low, and students in vocational schools also have misunderstandings about employment and are unwilling to work in cooperative enterprises, which makes the goal of school-enterprise cultural integration and development impossible to achieve and hinders the sustainable development of Vocational education. In the process of developing school-enterprise cultural integration, schools, enterprises and schools also have misunderstandings about employment and are unwilling to work in cooperative enterprises. The three students have not changed their concepts in time, and have not integrated school-enterprise cultural integration in time to strengthen the guidance of students' values. As a result, many students do not understand the significance of school-enterprise cultural integration and are unable to produce the willingness to cooperate actively. In the process of practicing and working in enterprises, their attitude is diffuse and it is difficult to bring about the development of enterprises. To motivate, this causes enterprises to question the ability of school personnel training, and even conflict with the development strategy of school-enterprise cultural integration, which hinders the development of school-enterprise cultural integration [3].

2.3 Vocational schools are not ready for the integration of school-enterprise culture

Some vocational schools have insufficient ideological understanding of school-enterprise cultural integration, and fail to fully understand the enormous role of school-enterprise cultural integration in promoting enterprise development and school cultural construction. Therefore, in the actual implementation process, there is a perfunctory phenomenon and a lack of science for school-enterprise cultural integration. Planning and design, lack of substantive measures, school-enterprise cultural integration in the form. For example, when vocational schools arrange

students' internship, in order to implement the internship system, students cannot get post training, which reduces the effect of students' internship, and increases the cost of employment of enterprises.

3. Thoughts and Strategies of Integration of School and Enterprise Culture in Automobile Specialty Groups

3.1 Accelerating Cultural Integration in Organizational Leadership Mechanisms

Firstly, the organizational form of enterprises is due to the existence of different stakeholders. When enterprises pursue economic goals, they need to consider the rights and interests of these stakeholders comprehensively. This requires enterprises to establish special enterprise organizations to coordinate, different interest demands, clear division of rights and obligations, and ensure the coordinated operation of enterprises. Secondly, the development of enterprises needs to face the challenge of external market environment, and enterprises need to make adjustments actively to enhance their adaptability to external environment and improve their survival ability. Moreover, the style of enterprise culture depends on the personality charm of entrepreneurs. It determines the development direction of enterprise culture.

Therefore, in the development of automobile professional group schools, schools can learn from the corporate culture model to strengthen their own level of cultural construction. Schools should draw lessons from the organizational form and management mode of enterprises, form their own unique management system norms, clearly divide rights, obligations and responsibilities among different roles, fully mobilize the enthusiasm of all parties, and jointly build an excellent campus culture.

3.2 Strengthening the Integration of Talents Training Mechanism

Training and education of talents is the key to the cultural integration of automobile major schools and enterprises. To improve the training and education mechanism of talents, vocational schools can learn from the training mechanism of enterprises to improve their ability to train outstanding talents. Firstly, it is an effective means to expand human resources in enterprises to carry out training and education for talents within enterprises, and it is also an important means for enterprises to build their own core corporate culture and improve their core competitiveness; secondly, enterprises are open to the training mode of talents, and their fundamental goal is to meet the needs of market competition. In order to improve the efficiency of talent training, enterprises should carry out what kind of education and training is needed in the market competition, which has important reference significance for the construction of campus culture. Therefore, vocational schools should learn from the excellent practices of enterprises, define the training objectives, optimize the training methods, and complete the integration with corporate culture in the process.

3.3 Achieving Cultural Fusion by Taking the Approaching Point of School-Enterprise Cultural Fusion as the Opportunity

The essence of corporate culture is closely related to the leaders of enterprises. They are the embodiment of corporate culture and the normative standard of employees' working behavior. Teachers in schools are the direct leaders in the process of students' accepting school education. Their personal qualities play a potential exemplary role in the formation of students' values and other qualities. Therefore, in the management of teachers, schools should draw lessons from the management mode of enterprise model figures, strengthen their comprehensive quality in all aspects, establish and improve the management system with school characteristics, so as to improve the management level of schools [5].

3.4 Innovation and Expansion of School Education

First, we should pay attention to the integration of the school's teaching philosophy and corporate culture value. When making teaching plan, content and method, vocational schools should combine the skill requirement of enterprises' employment posts and the quality requirement

of enterprise culture for employees, including in the teaching process, orientate the teaching idea of schools with the value of enterprise culture; secondly, the teaching content should be close to the work requirement and enrich the teaching. Means. Under the condition of developing the integration of school and enterprise culture of automobile specialty, the teaching content of the school should closely integrate the demand of employment in the industry, strengthen the training of students' vocational skills, at the same time, pay attention to the cultivation of students' professional quality. In the specific teaching process, we should combine the specific typical cases of enterprises to improve students' reality. At the same time, it is necessary to optimize teaching methods and carry out situational simulation teaching in order to strengthen students' knowledge reserve. At the same time, it is also possible to start teaching at the beginning. Step by step, the formation of the understanding of corporate culture, the preliminary establishment of the corresponding corporate culture awareness; third, improve students' social practice opportunities. Schools should effectively implement students' practical activities in enterprises so that they can feel the charm of corporate culture in specific working environment, verify their knowledge of learning, acquire certain work experience, and lay a solid foundation for their smooth work.

3.5 Reasonable Utilization of Professional Position Experience

In the process of students' learning, we should pay attention to the reasonable transformation of environmental conditions, that is, after students have learned some theoretical knowledge for a certain time, we should organize students' clothing enterprises to participate in the corresponding practical activities, the differences of school-enterprise cultural integration, and deepen the recognition of their responsibilities in the process of continuous school-enterprise transformation. Understanding, enhancing the adaptability of role change, accumulating relevant work experience, and preparing knowledge and ideas for the future job can greatly shorten the adaptability period of students after they enter the job, enhance their psychological acceptance ability, reduce their non-rigidity and reduce their turnover. Risk, enhance the stability of enterprise employment, reduce its labor costs [6].

4. Conclusion

Vocational schools shoulder the task of training excellent talents for all walks of life and face fierce competition. Vocational schools should grasp their own cultural characteristics, combine the characteristics of the region and the industry, grasp the needs of enterprises, achieve the integration and development of school culture and enterprise culture, and cultivate their own talents. We should innovate, do a good job in the construction of school culture, improve students' professional accomplishment, improve the quality of school teaching, enhance the ability of school personnel training, and train excellent professionals for enterprises.

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