

Research on the Content and Way of Integration of School-Enterprise Culture in Automobile Manufacturing Specialty Group under the Mode of School-Enterprise Cooperation

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Abstract: Campus culture is an important part of teaching management in schools. Schools are the main places for students to study and live. Effective campus culture construction can form a good campus culture atmosphere to infiltrate students' thoughts and promote the development of students' comprehensive quality. School-enterprise cooperation is a new educational concept and method proposed to meet the current social demand for professional and technical practitioners. It attaches importance to the deep cooperation between school professional teaching and enterprise employment posts, and strengthens the effectiveness of professional knowledge and skills education. The teaching management of automobile manufacturing professional groups needs to attach importance to school-enterprise cooperation. Cultural integration, in order to help students in the field of professional learning can understand the content of corporate culture, in order to enhance their job adaptability. This paper discusses the related problems of school-enterprise cultural integration of automobile manufacturing specialty group under the mode of school-enterprise cooperation, and analyses the current situation of teaching management, the content of school-enterprise cultural integration and the effective path of school-enterprise cultural integration of automobile manufacturing specialty group, aiming at promoting the realization of the goal of school-enterprise cooperation.

Driven by the development of social economy, China's automotive industry has also developed rapidly, and the demand for professional and technical personnel in automotive parts manufacturing, automotive assembly, automotive system debugging has gradually increased. Higher vocational education conforms to the actual needs of various professional and technical personnel for the development of the industry, builds automobile manufacturing professional groups, forms the docking between teaching and industrial needs, and forms the effective practice of school-enterprise cooperation in running schools, which can form employment-oriented personnel training, so as to ensure the smooth alternation of students' work-study links. The development of school-enterprise cultural integration can infiltrate enterprise culture into the construction of campus culture, so that students can have a deeper understanding of the production environment of enterprises, construct enterprise culture on the basis of professional learning, realize the educational concept of school-enterprise cooperation and co-education, expand the teaching scope of school-enterprise cooperation. Through the construction of automobile manufacturing specialty group, the content of enterprise culture of automobile industry is gradually formed in campus culture, which promotes the realization of the goal of cultivating automobile professional skilled talents.

1. The Current Situation of the Construction of Automobile Manufacturing Speciality Groups

The main purpose of the construction of automobile manufacturing specialty group is to enable students to form a macro concept of automobile manufacturing, and to place different specialties in the overall environment of automobile manufacturing and automobile industry, so as to promote students' professional skills to meet the needs of talents in automobile manufacturing industry, and to continuously improve students' professional skills. In the construction of automobile

manufacturing specialty group, there is a lack of integration of school and enterprise culture. Students are still in the learning environment of campus culture and can adapt to the professional learning atmosphere of campus culture, but they lack the understanding of enterprise culture. School-enterprise cooperation is prone to the form of learning mode. It is not conducive to the development of students' post employment ability [1].

2. Contents of School-Enterprise Cultural Integration of Automobile Manufacturing Specialty Groups under the Mode of School-Enterprise Cooperation

In order to fully realize the goal of professional training in school-enterprise cooperation, the construction of automobile manufacturing specialty group under the mode of school-enterprise cooperation needs to pay attention to highlighting the enterprise culture elements in the specialty construction, take cultural integration as the foundation, construct the teaching structure of school-enterprise cooperation mode, and promote the improvement of professional training level. The content of school-enterprise cultural integration should include the following aspects:

2.1 Integration of School-running Ideas

Professional school-running concept is the key to guide professional teaching behavior. To carry out the related work of school-enterprise cultural integration, first of all, we need to attach importance to the integration of professional school-running concept. The training goal of professional group construction is to train high-level professional and technical personnel, and the goal of enterprises participating in school-enterprise cooperation is to train students' post working water. Ping, school-enterprise cooperation in running schools connects the educational objectives and teaching concepts of both sides, and the key of vocational education lies in the smooth employment of students on the basis of professional technology. Therefore, schools need to make appropriate compromises with enterprises in the concept of running schools on the basis of professional construction, and take the talent needs of enterprises as cooperation in running schools. The fundamental purpose of specialty construction is to realize the integration of School-running Concepts and to provide work guidance for the development of specialty teaching related work.

2.2 Integration of Professional Construction

Because the construction of automobile manufacturing professional group needs to combine the demand of professional and technical personnel in the automobile industry field and decide the output mode and content according to the logical relationship of market economy, the integration of school-enterprise culture also needs to pay attention to the integration of professional construction [2]. In order to ensure the pertinence of teaching activities in the field of higher education, the specialty division has been carried out. According to the different types of technical talents in the social field, the automobile manufacturing industry has also been divided into different specialty teaching contents. The whole industrial technology has been artificially divided into different disciplines, although it reflects the teaching activities. Targeted, but it will also lead to students' lack of macro-awareness of the overall industrial technology, cultural integration from the perspective of school-enterprise cooperation, professional construction will be promoted to the perspective of automobile manufacturing industry, professional construction integration is also feasible and applicable.

2.3 Integration of Talent Training Model

Professional technology learning focuses on lifelong learning and lifelong growth. The development and progress of modern science and technology will constantly promote the transformation of different professional technologies in the automobile manufacturing industry. Only with the concept of lifelong learning can the relevant practitioners adapt to the development and change of society. The teaching of automobile manufacturing specialty in higher vocational colleges needs to cater to the development trend of industry and carry out the reform of talent training mode, while the automobile manufacturing enterprises also need to pay attention to the

training of technical talents in order to improve the productivity level of enterprises themselves, cultural integration from the perspective of school-enterprise cooperation, as well as the integration of talent training modes of both sides. Due to the lack of professional knowledge foundation, higher vocational colleges need to pay attention to professional theoretical education in personnel training mode. At the same time, there is a higher practical requirement for the technical operation level of staff. In personnel training mode, we also need to pay attention to professional practice. Therefore, the personnel training model from the perspective of school-enterprise cultural integration In order to improve students'professional skills and post adaptability, it is also necessary to integrate professional knowledge teaching with professional skill practice.

2.4 Integration of Curriculum Reform

In order to improve the quality of talent cultivation in an all-round way, the Ministry of Education actively promotes curriculum reform in various academic sections, in order to gradually guide school education to abandon the performance-based educational perspective. The curriculum reform mainly emphasizes the change of teaching methods and students'learning methods. Through the promotion of relevant reform work, students' learning attitude and professional development values will change accordingly. The cultural integration of school-enterprise cooperation needs to construct a specific professional curriculum system according to the change of talent training objectives. Its system content focuses on the cultivation of students'comprehensive professional qualities, and decomposes vocational skills into a ladder-like growth structure, aiming at developing students' professional qualities and professional abilities through the teaching of professional curriculum system. Power. In order to carry out professional curriculum reform in schools, it is necessary to conduct in-depth investigation on the needs of enterprises'professional competence. For the construction of automobile manufacturing professional group, schools should conduct research activities on the needs of professional skills for different professional posts, reengineer the professional curriculum system with the guidance of Vocational employment, and realize the professional teaching field. The alternation of engineering and learning fully reflects the professionalism and practicality of professional course teaching content.

2.5 Integration of Training Base Construction

Higher vocational education has certain limitations in the construction of training base. In order to improve the application efficiency and value of training base, in the context of school-enterprise cultural integration, it is necessary to achieve in-depth cooperation in the related work of training base construction [4]. Enterprises should be able to express constructive opinions on the construction of training bases in schools, try to ensure that professional technical training can match the actual production conditions of enterprises, so that students can develop their own professional skills from the perspective of enterprise production. At present, the requirement for students' professional skills in the field of vocational education is gradually improving. The construction level of training base in higher vocational colleges will become the key to determine the quality of professional teaching. Integrating enterprise culture into the construction of training base will help to improve the construction level of training base in schools. Enterprises carry out production and operation mostly with work tasks as the content, and the construction of training bases also needs to take production projects as the basic tasks. Both schools and enterprises carry out relatively real training bases, strengthen students' practical ability through specialty subdivision, and expand professional knowledge teaching through professional and technical training. To improve students' vocational skills and professional abilities in an all-round way, to develop students' knowledge and abilities, so that the school's talent training can meet the job needs of a certain post group.

2.6 Integration of Teachers' Team Construction

The construction of automobile manufacturing specialty group in higher vocational colleges is not only limited to the theoretical teaching of professional knowledge, but also needs to be able to guide students in professional practice, develop professional courses and teaching contents, evaluate students'professional skills, and evaluate teachers' professional teaching level and comprehensive

ability. The requirements are relatively high [5]. Professional teachers in higher vocational colleges have rich experience in knowledge teaching, but there are many shortcomings in technical practice. In order to practise the school-enterprise cooperation model, schools can organize teachers to work regularly in enterprises, work with professional and technical personnel in automobile manufacturing enterprises and participate in enterprises. Production practice to solve practical problems. At the same time, schools can also choose part-time teachers from cooperative enterprises to enter the field of school professional teaching, and school teachers to form a team of school-enterprise cooperative teaching and research, through the integration of teacher team building, improve professional teaching level.

2.7 Integration of management mechanisms

Teaching management is also a key issue that schools need to pay attention to when they integrate school-enterprise culture from the perspective of professional groups. There is a big difference between teaching management from the perspective of improving professional teaching level and the operation management of enterprises. In order to achieve the penetration of corporate culture into campus culture, schools should also construct teaching management mechanism. Inclined to the enterprise's application management mode, the application of project management and other ways to improve the quality of professional teaching, to lay the foundation for the realization of the application efficiency of school-enterprise cooperation mode.

3. Effective Ways to Integrate School-Enterprise Culture of Automobile Manufacturing Specialty Group under the Mode of School-Enterprise Cooperation

Under the mode of school-enterprise cooperation, the integration of school-enterprise culture of automobile manufacturing specialty group needs to take the basic content of cultural integration as the benchmark, open up an effective way to integrate school-enterprise culture, highlight the elements of enterprise culture in the context of campus culture, enhance students' understanding of enterprise culture and production mode, so as to fit in with automobile industry. The development needs of the automobile manufacturing industry reflect the educational characteristics of the automobile manufacturing professional group [6].

3.1 Guiding Corporate Culture into Campus and Constructing a Learning Environment Combining School and Enterprise Culture

According to the talent training goal of automobile manufacturing specialty group construction, the construction of campus culture in higher vocational colleges needs to be based on their own campus culture, analyze the connotation of corporate culture in cooperative enterprises, and seek an effective entry point to carry out the structural construction of school-enterprise cultural integration. For example, in the construction of campus culture, schools can take cooperative enterprises as the object, make the contents of corporate culture of cooperative enterprises into cultural exhibition boards, establish a promotional and Exhibition corridor of corporate culture, so that students can understand corporate culture at the school stage; schools can also require students in training bases, according to the dress and clothing of enterprises. Instrument standard carries out professional training, through dress and other measures, mobilizes students'sense of identity for enterprise culture from the perspective of sense organs; school carries out product design and manufacture of professional training, according to the requirements of enterprise production standards for product quality, drawing lessons from enterprise management methods and systems, will product quality control consciousness, post. As a management concept of professional teaching, the sense of job service creates an atmosphere of corporate culture construction in the field of campus.

3.2 Developing the Teaching Content of School-Enterprise Cooperation and Expanding the Teaching System of Professional Courses

The teaching activities of automobile manufacturing professional group also need to be based on textbooks. In order to facilitate the development of relevant teaching activities, schools and

enterprises jointly develop the compilation of professional textbooks. Teachers with solid professional knowledge and practical teaching experience are organized by schools, and high-level experts are appointed by enterprises to jointly organize the compilation of textbooks. In view of the actual work of automobile machinery industry, the teaching objective is to improve students' professional ability, reflecting the professionalism of professional teaching and the practicality of professional technology [7]. The construction of professional course teaching system should be based on the integration of school and enterprise culture, realize the connection between professional teaching and enterprise production process, and construct the course system according to the various professional and technical needs of enterprises to ensure their own production and operation order, so as to enhance the educational value of campus culture through the infiltration of enterprise culture.

4. Conclusion

From the perspective of school-enterprise cooperation mode, the teaching management of automobile manufacturing specialty group needs to attach importance to the integration of school-enterprise culture, taking school-running idea, specialty construction, talent training mode, curriculum reform, training base construction, teacher team construction and management mechanism as the basic points, and guiding enterprise culture into campus construction. By means of combining school-enterprise culture with learning environment, developing the teaching content of school-enterprise cooperation, expanding the teaching system of specialty courses, and constructing a simulated relatively real training environment, we can inject enterprise culture into the connotation of campus culture, highlight the essential characteristics of Vocational education, and truly integrate school-enterprise culture in the process of school-enterprise cultural integration. The cooperation mode should be implemented to promote the realization of the goal of cultivating professional and technical talents.

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