

Analysis and Implications of the Current Situation of School-Enterprise Cultural Collaborative Education in Civil Aviation Industry Colleges and Universities

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Abstract

The significance of school-enterprise cultural collaborative education for the teaching of civil aviation industry colleges and universities is analyzed: it is to meet the needs of promoting the high-quality development of civil aviation and enhancing the pertinence of civil aviation education; it is to implement the integration of industry and education in civil aviation industry colleges and universities and promote the favorable means of school-enterprise cooperation; it is to meet the requirements of the post vocational ability and enhance the cultural sources of talent training; it is the emphasis on the cultural inheritance, and it is the foundation for the accumulation of the technical skills of civil aviation industry colleges and universities. It points out the problems of school-enterprise cultural cooperative education in civil aviation industry colleges and universities, and finally puts forward the inspiration of school-enterprise cooperative cultural education in domestic colleges and universities to civil aviation industry colleges and universities.

Keywords

School-Enterprise Culture; Collaborative Education; Concept; Mode.

1. The significance of school-enterprise culture collaborative education in civil aviation industry colleges and universities

Since the 18th CPC National Congress, General Secretary has made a series of important speeches on cultural construction and cultural cultivation, pointing out that to integrate the essence of Marxist ideology with the essence of excellent traditional Chinese culture, and with the people's common values that they use daily without realizing it, not only should we carry out campus cultural activities in various forms, which are healthy and uplifting with a refined style, but also should strengthen the connection and synergy among the links of teaching, scientific research, management, and service, and explore a system of upward and downward connection, vertical and horizontal coordination, and a comprehensive and three-dimensional implementation path. Strengthen the articulation and synergy, explore the up and down through, left and right coordination, vertical to the end, horizontal to the edge of the cultural education system and integrated three-dimensional implementation path. This requires civil aviation industry institutions to focus on the cultivation of professional knowledge and skills in civil aviation in the process of talent cultivation, but also pay attention to the cultivation of knowledge and skills, but also to absorb the excellent industry culture, especially based on the concept of "intelligent civil aviation", to build a campus culture with characteristics of the civil aviation industry, to realize the "dual subject" of the school and the enterprise. The "dual subject" culture of collaborative education to cultivate the quality of students in the civil aviation industry, and realize the seamless connection from "university students" to "industry employees".

1.1. To meet the need to promote the high-quality development of civil aviation and to enhance the relevance of civil aviation education

With the rapid development of economy and technology, the demand for talents in the civil aviation industry is constantly changing. The construction of smart civil aviation is a process of deep integration of digital technology and intelligent technology with the civil aviation industry, which will inevitably lead to structural changes in civil aviation jobs and further improve the knowledge structure of employees. They must not only understand civil aviation and specialty, but also master information technology knowledge, which will inevitably require technical professionals who can promote the deep integration and application of new technologies, new products and airport operations, and urgently need a smart airport platform. Through school-enterprise collaborative culture education^[1], education can be closer to reality, the actual needs and experience of enterprises can be better integrated with the educational goal of the school, and the school can better deliver more high-quality talents for the development of civil aviation.

1.2. It is a favorable means to implement the integration of production and education in civil aviation colleges and universities and promote school-enterprise cooperation

This year, the National Development and Reform Commission, the Ministry of Education and other eight departments jointly issued the "Implementation Plan for Promoting the Integration of Industry and Education in Vocational Education (2023-2025)", proposing that by 2025, about 50 national pilot cities for the integration of industry and education will be built, and the investment in vocational education from all kinds of capital channels will be steadily increased, and the industrial demand will be better integrated into the whole process of personnel training, and a development pattern of overall integration and complementary advantages of education and industry will be gradually formed. Enterprises should give full play to the cooperation between schools and enterprises^[2] and the integration of production and education, and extract their own excellent cultural heritage. Civil aviation industry colleges should add the influence of corporate culture in actively optimizing talent literacy in formulating talent training, so as to fill the shortcomings of educational talents and industrial innovation, and create and promote the development of high-quality education. It can not only implement the integration of production and education in colleges and universities of civil aviation industry, but also promote the cooperation between schools and enterprises.

1.3. It is the cultural source to meet the professional ability requirements of the post and improve the cultivation quality of talents

With the rapid development of society, the demand for high-level compound talents with professional knowledge and literacy is increasing in all walks of life, and the requirements are getting higher and higher. At present, most civil aviation-related majors offered by civil aviation colleges pay more attention to students' theoretical training and practical ability training, but their sense of belonging to the industry and cultural accomplishment are not satisfactory, which leads to their limited professional ability and can not meet the professional skills needs of civil aviation enterprises. The cooperative education of school-enterprise culture^[3] fundamentally establishes a targeted talent training system with excellent cultural heritage as the education mode, without overemphasizing the systematicness and internal logic of subject knowledge, taking the excellent cultural heritage of enterprises as the guidance, taking the knowledge and skills needed by occupations or industries as the cornerstone, and carrying out targeted ideological cultivation teaching, so that students can master the professional attitude and professional skills needed by enterprises at school through spiritual and cultural courses such as industry craftsmen required for posts.

1.4. It is the emphasis on cultural inheritance and the accumulation of technical skills in civil aviation colleges

China is moving from a "civil aviation power" to a "civil aviation power", which requires not only a large number of skilled personnel, but also the promotion of civil aviation spirit and the cultivation of students' craftsman spirit. Take "inheriting the spirit of civil aviation" as an important content to promote cultural inheritance, innovation and dissemination. The accumulation of technical skills is not only the inheritance of technology, but also the inheritance and accumulation of culture, and the technology with culture and depth will be more vital. School-enterprise "double-subject" culture cooperates to educate people [4] meet the needs of the development of the times, and cultivate high-quality technical and skilled talents with serious and rigorous craftsmanship. It is necessary to combine "promoting the accumulation of technical skills" with "double-subject" cultural collaborative education between schools and enterprises, improve the level of education in cultural inheritance and innovation, and promote the accumulation of technical skills in cultural education practice.

2. Present situation of collaborative education between school and enterprise culture in civil aviation industry colleges

With the development of the civil aviation industry, the standards for selecting personnel for various positions in civil aviation have been gradually improved, and the ability to train talents in civil aviation industry colleges has been increasingly demanded, especially in terms of ideological and cultural requirements, such as professional and rigorous professional attitude and the familiar "artisan spirit". For students, the cultivation of "artisan spirit" not only affirms their outstanding practical ability, but also reflects their theoretical knowledge and practical ability. Besides paying attention to the cultivation of proper knowledge and skills, the collaborative education of school-enterprise culture should absorb excellent industry culture, especially based on the concept of "smart civil aviation", and build a campus culture with professional characteristics, which plays an important role in improving students' theoretical knowledge, professional ability and innovation ability.

In recent years, in response to the national policy, colleges and universities in the civil aviation industry have actively explored the cooperation between schools and enterprises and the integration of production and education^[5], but there are still some related problems in this process, such as waste of resources, vague talent training programs, substandard cultural literacy training, and specific teaching methods to be improved. With the deepening of school-enterprise cultural collaborative education^[6], there are still some problems in terms of construction concepts, methods and means, such as how to truly improve students' professional attitude and professional technical ability, how to effectively contribute to the development of talent cultivation connotation, how to enhance students' spiritual connotation in the information age, and how to build a "double-subject" cultural collaborative education model between schools and enterprises under the new teaching system. Through literature review and on-the-spot interviews, it is analyzed that there are still some problems in the collaborative education of "double-subject" culture between schools and enterprises in civil aviation colleges at present, which are embodied in the following aspects:

First, the concept of "double-subject" cultural cooperation between schools and enterprises has not really become the construction concept leading the cooperation between schools and enterprises and the integration of production and education in civil aviation colleges.

With the development of intelligent construction of civil aviation, there will be more, newer and higher requirements for employees in various professional positions of civil aviation. The "double-subject" cultural collaborative education model between schools and enterprises

needs to put forward some new requirements with the times, and there is still great room for improvement in this respect.

Second, there is a lack of top-level design and overall planning in the construction of "double-subject" cultural collaborative education system between schools and enterprises in civil aviation industry colleges. At present, although some school-enterprise cooperation and integration of production and education projects have been established around various positions in civil aviation, due to the lack of application and promotion mechanism for the overall situation of the projects, unified teaching training, teaching management, teaching evaluation and teaching decision-making cannot be produced, which makes the school-enterprise "double-subject" cultural collaborative education system unable to really play a leading role; In the actual teaching process, civil aviation industry colleges have not fully triggered students' thinking, understanding, application and re-creation of the theories they have learned from the perspective of "double-subject" culture cooperation between schools and enterprises.

Third, the construction of teaching resources of the "double-subject" cultural collaborative education system between schools and enterprises in civil aviation industry colleges is insufficient. Under the background of the integration of production and education and school-enterprise cooperation proposed by the state^[7], the research in the field of school-enterprise "double-subject" cultural collaborative education in civil aviation industry colleges started late, and the teaching data accumulation, system development, software integration and platform construction of enterprises and colleges were relatively lagging behind, and the materials for transforming it into a set of school-enterprise "double-subject" cultural collaborative education model were relatively lacking; And the construction, objectives and contents of the school-enterprise "double-subject" cultural collaborative education system are not perfect, and the teaching resources of the school-enterprise "double-subject" cultural collaborative education system are insufficient.

Fourth, the reserve of "double-qualified" teachers is insufficient under the "double-subject" cultural collaborative education system between colleges and enterprises in civil aviation industry. Double-qualified teachers refer to teachers who have the corresponding theoretical and practical teaching ability, keep up with the industrial development trend and the demand for talents in the industry, have relevant work experience in enterprises, or actively go deep into the front line of enterprises and production services for post practice. At present, many colleges and universities do not pay enough attention to the double-qualified teachers, which leads to their insufficient number, which is not conducive to the development of the "double-subject" cultural collaborative education model between schools and enterprises.

3. Enlightenment of School-enterprise Cooperation Culture Education in Domestic Colleges and Universities

In China, school-enterprise cooperation and integration of production and education are widely used, and there are many related theoretical studies, but the content of "double-subject" cultural cooperation between schools and enterprises is very few. The application scope includes school-enterprise cooperation in ordinary undergraduate colleges, integration of production and education, school-enterprise cooperation in vocational colleges under various backgrounds, school-enterprise cooperation in continuing education and adult education, and enterprise staff training. This year, the National Development and Reform Commission, the Ministry of Education and other eight departments jointly issued the "Implementation Plan for Promoting the Integration of Industry and Education in Vocational Education (2023-2025)", proposing that by 2025, about 50 national pilot cities for the integration of industry and education will be built, and the investment in vocational education from all kinds of capital

channels will be steadily increased, and the industrial demand will be better integrated into the whole process of personnel training, and a development pattern of overall integration and complementary advantages of education and industry will be gradually formed.

In colleges and universities, school-enterprise cooperation and collaborative culture education in various colleges and universities have been widely carried out and gained a lot. Among them, North China Electric Power University has built a joint training platform by focusing on serving the national strategy; Focus on helping industrial development and innovate talent training mode; Focus on improving practical ability, building a strong team of school-enterprise tutors, etc., implement the fundamental task of cultivating people by virtue, benchmark the international frontier science and technology and the needs of the country, deepen the integration of production and education, actively create collaborative education between schools and enterprises, promote the reform of talent training programs, improve the level of talent training, and strive to make contributions to the independent training of talents and the construction of world-class talent centers. Nanchang University stimulates the driving force of coordinated development by strengthening organizational leadership; Strengthen platform construction and enhance the ability of collaborative innovation; Strengthen precise cooperation, gather collaborative efforts to educate people, vigorously promote the integration strategy of production and education, continuously enhance scientific and technological innovation and social service capabilities, and strive to provide more suitable talent guarantee and intellectual support for the high-quality development of regional economy and society. Shenzhen polytechnic expands educational resources through school-enterprise linkage; Project-driven, improve the effectiveness of educating people; Cultural infiltration, the way to cultivate education culture extends the mode of "integration of production and education, school-enterprise cooperation, combination of work and study, integration of knowledge and practice" to the "one-stop" student community, introduces enterprise education resources into the student community, promotes the deep integration of enterprise culture and student community culture, and strives to create a new territory for school-enterprise cooperation in educating people. Jiangnan University has polished the political background of educating people by adhering to the guidance of party building; Strengthen practical training and promote the reform of personnel training; Pay attention to two-way empowerment, build an integrated development ecology and other ways to unite educational efforts, promote the integration of production and education, give full play to the advantages of entrepreneurs' resources, deepen the reform of school-enterprise collaborative education, improve the quality of personnel training, and provide more suitable talents and intellectual support for the high-quality development of regional economy and society.

Through the above analysis, we can see that the integration of production and education and the "double-subject" cultural cooperation between schools and enterprises have been widely used in the field of education. Based on the above problems in the "double-subject" cultural cooperation between schools and enterprises in civil aviation industry colleges, and drawing on the mature cases and experiences [8] of the integration of production and education and the cooperative education between schools and enterprises in China, we should carry out systematic work and reform in the following aspects in order to better meet the requirements of the development of civil aviation industry for talents' professional knowledge and ability.

First, colleges and universities in civil aviation industry should implement the principle of "double-subject" cultural collaborative education mode between colleges and enterprises in civil aviation industry. School-enterprise "double-subject" culture collaborative education is an educational method based on college culture and enterprise culture and aiming at cultivating students' humanistic quality. In the process of implementing the "double-subject" cultural collaborative education between schools and enterprises, we should adhere to the combination of the concept of "educating people with college culture" and the principle of "educating people

with enterprise culture". In the teaching management of colleges and universities, we should fully respect teachers and actively guide them so that they can give full play to their own functions and advantages, promote the implementation of the "double-subject" cultural collaborative education model between schools and enterprises and achieve a win-win situation between schools and enterprises. Secondly, in terms of curriculum, we should give full consideration to the industry characteristics of civil aviation colleges and universities, highlight their civil aviation industry characteristics, and at the same time reflect the humanistic spirit that can not only meet the college culture but also meet the corporate culture, so as to make students more professional and cultivate talents that enterprises need more. Finally, in the aspect of teaching evaluation, we should establish more scientific evaluation indicators, focusing on students' academic achievements and practical ability, and incorporate the indicators of "double-subject" cultural collaborative education between schools and enterprises into the teaching evaluation system, so as to stimulate students' initiative in more diversified ways, improve their work efficiency, and further promote the "double-subject" cultural collaborative education model between schools and enterprises.

Second, colleges and universities in the civil aviation industry should strengthen the construction of "double-qualified" teachers. The concept and practice of "double-subject" culture collaborative education between schools and enterprises, in the process of students' daily study, should take the principle of combining "educating people with college culture" and "educating people with enterprise culture" as the core, establish a "double-qualified" teaching mode of teachers, and build a new cooperative relationship of two-way interaction between schools and enterprises through school-enterprise cooperation and enterprise practice, so as to realize effective school-enterprise connection and make students' development better. First of all, colleges and universities in civil aviation industry should guide teachers to actively carry out skills training related to professional posts and practice in enterprises, improve their professional quality and enhance their sense of industry identity. Secondly, colleges and universities should pay attention to the integration of theory and practice, combine theoretical study with practical study, and apply the theoretical knowledge learned in class to actual production practice, so as to enhance students' practical ability, and also enable students to deepen their understanding of knowledge and cultivate their industry recognition in the process of practical study.

Third, colleges and universities in the civil aviation industry should improve the professional curriculum construction of the "double-subject" cultural collaborative education model between schools and enterprises. Teaching specialized courses by combining "educating people with college culture" and "educating people with enterprise culture" can enable colleges and universities to cultivate talents that enterprises need more, and at the same time, it is also conducive to students' career development and achieve a win-win situation for schools, enterprises and students. In the teaching process, enterprise industry experts, teachers and students should actively participate in the design and development of professional courses, which is very helpful for teachers and students to provide enthusiasm. Therefore, it is very necessary to develop professional curriculum construction under the mode of "double-subject" culture cooperation between schools and enterprises.

Fourth, colleges and universities in the civil aviation industry should plan and build a "double-subject" cultural collaborative education system and platform for schools and enterprises as a whole. In order to deepen the education centered on the mode of "educating people with college culture" and "educating people with enterprise culture" in civil aviation industry colleges, an integrated innovation platform shared by colleges and enterprises in Industry-University-Research is established to realize the sharing of resources, the complementarity of advantages and the mutual promotion of development between colleges and enterprises. First of all, it is necessary to plan and build a school-enterprise "double-subject" cultural collaborative

education system, and formulate unified teaching training, teaching management, teaching evaluation and teaching decision from the overall situation, so that the school-enterprise "double-subject" cultural collaborative education system can really play a leading role; Secondly, it is necessary to build a collaborative innovation platform that combines "educating people with college culture" and "educating people with enterprise culture". By building a collaborative innovation platform, the cooperation and exchanges between colleges, enterprises and students will be more frequent, making it easier for enterprises to harvest the number of people they want, making it easier for teachers to get the latest industry trends, and students can more clearly position their career paths, thus improving the quality of running colleges and universities. Finally, it is necessary to strengthen the cooperation and communication between schools and enterprises, and integrate the concept of "double-subject" cultural cooperation between schools and enterprises into the daily management of campus, so as to make the communication between industry experts, teachers and students more convenient, cultivate students with more industry competitiveness, and provide them with more practical opportunities, so as to give full play to their roles.

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