

A Research on Distinctive Culture Construction of Local Universities under the Background of Integration of Industry and Education

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Abstract: As an important part of education, local universities need to train talents needed for the development of new quality productive forces in the new era. The cultural atmosphere of the universities plays a guiding and promoting role in the cultivation of talents. The culture construction of local universities should build its own characteristics with the help of the reform measures of the integration of industry and education. The paper first proposes the implementation plan from four aspects by integrating industry and education. Then, it puts forwards some suggestions on communication and innovation under the cooperation of industry and education, so as to maintain the vitality of the local universities' culture and inject vigorous talent momentum into the cultivation of new quality productive forces.

1. Research Background

At present, there is no unified definition of the integration of industry and education. It was first applied to vocational education, and was put forward by higher vocational colleges according to their talent training characteristics. Now it has been extended to all levels of education ^[1]. Based on university-enterprise cooperation, the integration of industry and education supports the supply chain by extending the education chain service industry chain to build the talent chain and enhance the value chain.

Nowadays, China has entered a new era, and the characteristics of economic development have changed from a stage of high-speed growth to a stage of high-quality development. In 2023, President Xi proposed that we should develop new quality productive forces according to local conditions and promote high quality development, while the key to the development of new quality productive forces is scientific and technological innovation. Then the integration of industry and education in local universities provides human resources and intellectual advantages for scientific and technological innovation. In the new era, the integration of industry and education in local universities needs to focus on the core task of scientific and technological innovation, integrate scientific and technological innovation resources, and promote the coexistence of education supply side and industrial demand ^[2].

2. Distinctive Culture of Local Universities

2.1. Connotation

Campus culture is a value system that a school has formed a consensus through long-term development and accumulation. This system includes values, school-running ideology, group consciousness and behavioral norms, etc. It is also a reflection of the school-running spirit and environmental atmosphere of a school. This paper uses the classification of Guo Feng to divide campus culture into material culture, spiritual culture, institutional culture and behaviour culture^[3]. Spiritual culture refers to the spiritual outlook and value demands of the school. Material culture refers to the entity culture that can be perceived by people. Institutional culture is the institutional embodiment of the school's school-running philosophy and goals. Behaviour culture is that the value system of these four aspects should serve the local development, reflect the local characteristics and strong application functions, and use the cooperation between industry and education and the development of local industries to achieve cultural value identification.

2.2. Characteristic

Culture is the product of the productive forces of a certain time, and the content and expression forms of culture are inevitably related to the Times. So the culture of local universities first presents the characteristics of the Times. In the new times, the college students should be armed with the thought of socialism with Chinese characteristics and become the pioneers of innovation in the era. The second is practicality. Culture is the cultural practice results created by human beings in the production practice of local universities, which can provide students with innovative spiritual power and influence practical behavior. The third is innovation. The local universities can seize the opportunity of multi-cultural exchange on campus and innovate in practice. The fourth is uniqueness. With the characteristics of regional culture, local universities can rely on regional advantages to carry out their own unique cultural activities. The last is inheritance. The development of culture cannot be separated from the inheritance of campus culture. Local universities bear the historical mission of inheriting, constructing and developing local culture. In the process of cultural construction, they should strengthen their mission responsibility and achieve win-win results with local innovation.

2.3. Function

The function of campus culture lies first in its value orientation. The school shapes students' values through cultural atmosphere and cultural activities, and uses values to guide behavior patterns, so that students can develop behavioral consciousness that is beneficial to society. Second, it can bring spiritual impetus for cooperation and progress, leading to the formation of a behavior choice dedicated to its own development and unity with local needs. Third is ideological stimulation. Under the background of developing new quality productive forces, we should let innovative thoughts dominate cultural construction, and use a series of cultural activities to encourage college students to innovate. Last is cultural cohesion. Through cultural education, universities can stimulate students' strong sense of cultural identity, enhance their sense of participation and achievement in cultural construction, and form consensus cohesion and action achievement.

3. Present Situation of Distinctive Culture Construction in Universities

3.1. Examples of the University Culture Construction in China

In recent years, many colleges and universities in China have made their own achievements in the process of cultural construction and gradually formed their own characteristics. For example, the undergraduate enrollment platform of Southeast University adopts a new publicity model to create a unique “Southeast Culture”, brand the characteristics of the school, and enhance social visibility. The South China University of Technology carries out a series of campus cultural activities under the brand of “Bombax Flower”, aiming at strengthening ideological and political education for students. Lanzhou University’s “camel culture” takes camel as a campus symbol. Because camel not only reflects the regional characteristics, but also highlights the spirit of perseverance. Chongqing University of Science and Technology forms a university culture with industry characteristics and plays an important role in supporting the development of the industry and local economy.

3.2. Examples of the University Culture Construction abroad

In the University of Maryland of the U.S., the school takes the turtle as the logo. Its school flag, school song, teacher's business card and so on contain various turtle images, which attract the world's attention from a unique cultural perspective. Waseda University in Japan introduces corporate culture to cultivate talents, and many corporate leaders such as SONY, Uniqlo, Nintendo and other famous Japanese enterprises have graduated from Waseda University. The National University of Singapore culture pays attention to the cultivation of innovative spirit, and the school cultivates a master of Culture and art innovation and entrepreneurship management.

4. Comparison and Problem Analysis of University Culture at Home and abroad

4.1. The Culture Construction of Local Universities is Relatively Weak

The cultural construction of universities both at home and abroad is mostly concentrated in comprehensive research universities. Although Chongqing University of Science and Technology mentions above is a university of applied technology, it was originally a university directly under the Ministry of Metallurgical Industry and was jointly built by the central government and local governments. These universities all have advantages in financial support. The construction of culture makes them more influential, while the local universities are relatively weak in cultural construction due to resources and geographical reasons, which results in the Matthew effect of cultural construction.

4.2. The Integration of Industry and Education is Not Deep Enough

Waseda University of Japan’s innovative and diversified teaching model introduces corporate culture into the construction of school culture. Students there can adapt to the corporate environment as soon as possible after graduation. The university cultivates a large number of entrepreneurs for Japan and is known as “the cradle of entrepreneurs”. While domestic universities are influenced by traditional ideas, and campus culture is considered an internal initiative. The needs of industry, enterprises and society are ignored relatively. The Culture construction is mostly a one-man show by universities. The enterprises occasionally intervene in, and the government is a bystander. All these behaviors make the integration of industry and education not deep enough.

4.3. The Activities in Innovation Is Insufficient

The University of Maryland in the U.S. uses turtles as school logos and develops a series of cultural and creative products with turtle logos. This is an innovation to link turtle spirit with school culture. The National University of Singapore also infuses cultural innovation into many aspects of campus activities. The cultural construction activities of domestic universities are also relatively rich and have formed certain achievements, but most of them are traditional activities such as cultural lectures, cultural visits and some culture competitions. Even if there is a compilation of campus culture propaganda, it lacks innovation and attractiveness and is not competitive with international universities.

4.4. The International Perspective Is Lacked

The culture construction of foreign first-class universities mostly stands in the international perspective. For example, Waseda University in Japan held online activities to learn about Chinese enterprises in 2021 during the epidemic period, so that students could understand the contemporary Chinese corporate culture, and further strengthen the exchange and cooperation between Chinese enterprises and Japanese enterprises. The culture construction of domestic universities is mainly based on the domestic campus and lacks the international perspective. However, the culture construction and development need the international community to exchange and learn from each other. The cultivation of students' innovative and critical thinking and the expansion of global vision in foreign university culture are the things we can learn from^[4].

5. Strategies of Distinctive Culture Construction in local Universities from the Perspective of Industry-education Integration

5.1. Organization of Culture Activities

5.1.1. Material Culture

The material cultural construction of local universities can be carried out in three aspects: the first, the basic cultural carrier represented by campus buildings; the second is the carrier of propaganda culture represented by the media; the third is symbolic culture carrier represented by symbols. Local universities need to strengthen regional characteristics and use local materials according to local conditions. First of all, it integrates with local characteristics and emerging industries in architectural design, decoration style and training site layout, so that more students can feel the local culture and enterprise culture. Secondly, the university introduces the local industry characteristics into the school environment, to enhance the recognition of colleges and universities in the minds of education consumers, which is also a boost measure to highlight the business card. Finally, local universities should be able to meet the needs of local training enterprises, teaching and other sites to help enterprises develop in high quality.

5.1.2. Spiritual Culture

The spiritual cultural construction of the integration of industry and education can also be started from three aspects. First is to reach a consensus on the value of university-enterprise cooperation. Consensus is the basis of cooperation. The university and the enterprise jointly formulate the cooperation vision, clarify the cooperation goals and programs, form a common value orientation, and enhance the sense of identity. Second is to cultivate the campus spirit of innovation and development. The university and enterprises cooperate to organize innovative activities and competitions, create an innovative atmosphere for enterprises to reserve talents, and select innovative models to give awards to improve the enthusiasm of teachers and students to innovate. Third is to

develop an international perspective for innovative talents. The university needs to be open and inclusive strengthen international exchanges, collect the essence of the achievements of the integration of industry and education in first-class foreign universities, select excellent teachers and students to study abroad, attract foreign scholars and entrepreneurs to exchange discussions on campus, and form an international atmosphere.

5.1.3. Institutional Culture

The construction of institutional culture first needs to establish a leadership mechanism centered on the cultivation of innovative talents, coordinate various educational resources of the school, and integrate the cultivation of innovative culture and talents into education and teaching activities. At the mean time, the university should reform the credit management system, establish an evaluation system oriented to the cultivation of innovation ability, and take innovative activities, scientific research, innovation results, innovation and entrepreneurship education as an important content of student evaluation ^[5]. Secondly, business representatives need to participate in the construction of the university's advantageous disciplines and send business mentors into the classroom for practical operation guidance. Finally, the construction of institutional culture can not be separated from the support of the government. Local governments need to improve the relevant policies for enterprises to participate in the tax reduction and exemption of the integration of industry and education and the transformation of scientific and technological achievements in colleges and universities, so as to give external impetus to the integration of industry and education.

5.1.4. Behaviour Culture

Behavior culture is the dynamic embodiment of university culture. On the one hand, teachers can cultivate students' innovative thinking by combining examples in class, introducing local characteristic corporate culture into education and teaching, compiling the excellent culture of industry enterprises into textbooks, conducting practical teaching in a standardized and systematic way, and so as to present a real environment and actual scenes of enterprises. After class, the university invites enterprises to cooperate in cultural activities, and sets up innovation and entrepreneurship theme columns on the school website to establish interactive discussion and cooperation platforms to cultivate and select talents for enterprises. On the other hand, the enterprise sends technical experts and skilled craftsmen to serve as part-time teachers of vocational planning, employment guidance, practical training and other courses, conduct selection and evaluation of cultural activities, build industrial parks, and promote the incubation and transformation of scientific research results.

5.2. Communication of Distinctive Culture

When higher education enters the stage of market competition, it inevitably shows certain marketization characteristics, which requires universities to select targeted means of communication in order to improve their visibility and enhance their competitiveness. For example, the university can hold exhibition and promotion meetings to publicize new products of university-enterprise cooperation, using new media to open columns to publicize the achievements of distinctive culture construction to the public, building interaction between self-media and consumers, and realizing the sharing of distinctive culture. It is also necessary to establish good public relations by means of various activities, use the intellectual resources of local universities to reach the international public in multiple languages, pass on the quality services provided by the university's distinctive culture to educational consumers at home and abroad, and open up an international perspective.

5.3. Inheritance and Innovation of Culture

At present, the government, enterprises and universities need to work together to enhance the scientific and technological attributes of culture in multiple ways. The government encourages enterprises and universities to cooperate in research and development through economic and policy support, simplify administrative procedures and other measures, establish information sharing platforms and organize seminars to form a cooperation network. On the one hand, enterprises can train employees in professional quality and skills through educational resources of cooperative universities, which can save the training cost of enterprises. On the other hand, it has obtained the support of local advanced technical resources and scientific research strength, and can achieve technological innovation and development. Enterprises can also make use of their own technical advantages to build an integrated innovation platform for production, and research^[6] and collaborate with teachers and students of universities in innovation. The university can organize a series of activities such as social investigation, innovative practice, theme lectures, cultural and creative competitions, etc. It can also take international exchanges as a breakthrough, promote the integration of international talent training, introduce high-quality resources, deepen the integration of production and education. At the same time, the digital technology of the university education platform is used to open the door of science and technology, to inherit and innovate the existing culture, show characteristics and provide experience.

6. Summary

Serving the development of local economy and society is the historical mission of universities, while the integration of industry and education is a critical way to strengthen the reform of talent supplying in the new era. The campus culture carries the important function of education and education. Local universities should build their own distinctive culture with the integration of industry and education as the starting point, take innovation and development as the core, highlight the local characteristics and service functions of culture, stimulate the driving force of culture, let culture play a guiding and motivating role, promote the training of innovative talents, and inject talent momentum into the cultivation of new quality productive forces.

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