

# Research on the Value and Ways of Ideological and Political Education in Vocational schools Based on the Connection between School and Enterprise Culture

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**Keywords:** Vocational schools; Ideological and political education; School-enterprise culture

**Abstract:** Under the guidance of the new school-running policy of "employment-oriented", in order to improve the effectiveness of Ideological and Political Education (IPE), vocational schools should integrate enterprise culture into IPE. Higher vocational IPE based on the connection of school-enterprise culture should build a professional IPE faculty. School-enterprise cooperation is the characteristic of higher vocational education, and the integration of school-enterprise culture is also the inevitable move of deep integration between school and enterprise. It is an urgent task for IPE in vocational schools to strengthen the docking and integration of school-enterprise culture, promote the cultivation of "moral education" of higher vocational students and enhance the connotation construction of vocational schools. In the new era, the ideological education in vocational schools has also got rid of the traditional education mode of empty preaching, highlighted the "professional" characteristics, and introduced the corporate culture into IPE, thus realizing the docking of school-enterprise culture. This paper analyzes and studies the IPE in vocational schools based on school-enterprise culture, so as to improve the quality of IPE in vocational schools.

## 1. Introduction

At present, many vocational schools in China have successively carried out various activities such as the combination of production and education, order education, school-enterprise cooperation, etc., trying to organically connect higher vocational education with enterprises, with the aim of continuously enhancing students' skills. After deeply and calmly examining the current situation of ideological and political courses in vocational schools, this paper formulates corresponding strategies on how to improve the instructional level and help students establish good ideological literacy [1]. At present, with the renewal of the content and form of higher vocational education, the talent training mode in colleges and universities has undergone a fundamental change. Society calls for compound talents with equal emphasis on theoretical knowledge and practical skills [2]. Under this background, the teaching mode of "work-study combination", which combines theory with practice, has gradually become an inevitable choice for talent cultivation in many colleges and universities. In the new era, the ideological education in vocational schools has also got rid of the traditional education mode of empty preaching, highlighted the "professional" characteristics, introduced the corporate culture into IPE, realized the docking of school-enterprise culture, and formed the unique school-enterprise culture in vocational schools [3]. Under the background of the interaction and gradual integration of school-enterprise culture, in order to meet the requirements of the times, the traditional concept of higher vocational education is gradually changing. Under the mode of school-enterprise cooperation, it is an important issue for many colleges and universities to carry out practical teaching at the same time as theoretical knowledge teaching [4].

No matter the number of schools in higher vocational and technical colleges, the number of annual enrollment and the number of annual graduates have exceeded those of ordinary undergraduate colleges. With the continuous improvement of social recognition, the competition

and potential crisis are also intensifying. School-enterprise cultural docking has highlighted vocational value orientation in IPE, shaped the characteristics of science and technology culture and vocational culture in vocational schools, and is a strategic choice for developing higher vocational education [5]. Strengthening the docking and integration of school-enterprise culture, promoting the cultivation of "moral education" of vocational school students, and enhancing the connotation construction of vocational schools are an urgent task faced by IPE in vocational schools [6]. In order to improve students' understanding of their major, vocational schools should actively organize and arrange professional teachers and enterprise personnel to give a detailed introduction to the connotation, post nature and career development of various majors [7]. At the same time, you can also take students to the enterprise and conduct on-the-spot investigation, so that students can deeply appreciate the enterprise atmosphere. This paper analyzes and studies the IPE in vocational schools based on school-enterprise culture, so as to improve the quality of IPE in vocational schools.

## **2. Opportunities brought by cultural docking between schools and enterprises to IPE of higher vocational students**

### **2.1. Stimulate students' enthusiasm for learning**

With the development of China's new industrialization and the acceleration of building an innovative country, the demand for applied talents in the society is also increasing. It is the basic orientation of higher vocational education to cultivate high skills and comprehensive talents for the society. Students receiving higher vocational education are in the stage of awakening and exploring their ideological cognition and values, their social cognition is changing day by day, and their ideological trends are very active. School-enterprise cooperation is the development direction of higher vocational and technical education. Driven by this mode, the interaction and mutual integration of school-enterprise culture has gradually become a new trend of school-enterprise cooperation, and it has also brought unprecedented challenges to IPE in vocational schools [8]. School-enterprise cooperation in running a school enables students to directly participate in the operation of enterprises through pre-job training, feel the enterprise culture and its advanced business philosophy in person, and truly experience the fierce competition situation between enterprises and talents, so that students can fully realize the importance of knowledge and skills to promote the sustainable development of enterprises, and feel the professional responsibility and competitive pressure, thus making them have a sense of professional urgency, crisis and mission. So that students can have a correct learning attitude, generate learning motivation, stimulate their subjective initiative and learning enthusiasm, and constantly seek to improve their self-ability.

### **2.2. Enhance students' social adaptability**

Vocational schools introduce enterprise employment standards into daily theoretical teaching, so that enterprise culture and campus culture of vocational schools can permeate each other. From the perspective of vocational schools, the introduction and infiltration of IPE into the essence of corporate culture can cultivate all-round "professionals" that students need to adapt to the development of the times and the current situation, and enhance the educational effect of vocational schools. Campus culture increases its vitality by drawing lessons from and absorbing the nutrients of corporate culture. Enterprise culture also enhances its taste by infecting and accepting the influence of campus culture, and innovates and optimizes [9]. Based on the demand of talent reserve, enterprises will try their best to create opportunities for higher vocational students to participate in social practice, standardize students' daily behaviors with the skills and professional ethics required by enterprises, so that they can experience the perseverance necessary for excellent employees, and then correct their employment thoughts and improve their social adaptability. School-enterprise cultural docking is a cultural expression of the interdependence, mutual penetration and interaction between campus culture and enterprise culture. It is an existing way that fully integrates all kinds of resources, fully absorbs all kinds of talents and gives full play to all

kinds of functions of campus and enterprises in order to achieve the goal of collaborative innovation.

### **2.3. Cultivate students' innovative spirit**

The professional quality and ability level of talents determine whether this enterprise can maintain a long-term competitive advantage in the fierce enterprise competition. At present, the competition among enterprises is becoming increasingly fierce, and the requirements of enterprises for talents are increasing day by day. Innovation ability is one of the important assessment criteria. Due to the all-round development of vocational schools, new teaching ideas and teaching methods have been integrated, among which the application of school-enterprise cooperation has made the cultivation of students more systematic and perfect, and has greatly promoted the development of vocational schools [10]. The concept of cultural docking between schools and enterprises is that, on the premise of persisting in the construction of socialist political civilization, it will greatly promote the construction of socialist political civilization. In order to meet the requirements of enterprise development, higher vocational education should not only pay attention to the teaching of theoretical knowledge, but also pay attention to the cultivation of innovative ability. In today's increasingly fierce market competition, through the integration of campus culture and corporate culture in vocational schools, every student can feel the pressure of the market and employees, and the market can judge whether employees' labor is effective, thus stimulating students' passion and motivation for innovation.

## **3. New challenges brought by the connection of school and enterprise culture to the IPE of higher vocational students**

### **3.1. The concept of educational environment requires change**

The cultural docking between schools and enterprises reflects the new value orientation of vocational education, and also puts forward a new topic for ideological and political educators on how to update their educational ideas when they are out of the campus environment. Under the background of students' interest, academic and entertainment development, the proportion of IPE integrated into daily campus cultural activities is low. For example, the training of party activists in grass-roots party work, the original intention is to let activists accept the baptism of knowledge and understand the party's policy side. From the development trend and present situation, the campus culture with activities as the carrier is developing. Ideological and political theory course is the main position of IPE in vocational schools. In order to innovate the inherent educational model and keep up with the pace of the times, it is an innovative move to integrate IPE into campus cultural activities. The change of IPE concept under the background of school-enterprise cultural connection is also the inevitable trend of IPE teaching reform in vocational schools. Besides good professional skills, graduates of vocational schools must actively integrate into the corporate culture atmosphere, gain a firm foothold in the enterprise, and survive and develop healthily.

### **3.2. Transformation of teaching methods**

In the teaching of ideological and political theory, the serious disconnection between theoretical teaching and practical teaching is a common practical problem faced by most vocational schools. It is difficult to implement the practice teaching of ideological and political theory course in a complete set, which is not only due to the historical reasons that the matching funds were not in place in the past, but also because it is difficult to find a practice education base with low cost, strong pertinence, great effect and certain stability. Although the school-enterprise cultural docking has further accelerated the pace of vocational college students' professional literacy education, after the implementation of the school-enterprise cultural docking, there is not much research on IPE, which makes it difficult for the IPE concept to adapt to the new challenges brought by the school-enterprise cultural docking. Today, with the rapid development of market economy, students in vocational schools will be influenced by many factors and some new problems will arise.

Therefore, students' IPE should be deeply understood and effective teaching strategies should be formulated. With the connection of school-enterprise culture, it is very demanding for the integration of theoretical teaching and practical teaching of ideological and political theory courses in vocational schools. Therefore, the personnel engaged in IPE must innovate teaching methods and continuously improve teaching effectiveness.

#### 4. Innovation of IPE for higher vocational students

##### 4.1. Create an atmosphere of IPE with the characteristics of enterprise culture

Besides the school being the main body of teaching, under the background of school-enterprise cultural connection, enterprises should also intervene and become the main body of teaching students' IPE, that is to say, IPE should not only be regarded as theoretical teaching in the classroom, but should run through the whole process and every link of school teaching, production practice and practice. In the process of ideological and political courses, teachers should not limit education to the classroom, but help students broaden their horizons, so they can lead students out of school and combine with the actual life of society, so that students can have a clear understanding of the current social development and organically integrate the theoretical knowledge they have learned with the corresponding practical activities. The basic mode of enterprise strategic management is shown in Figure 1.

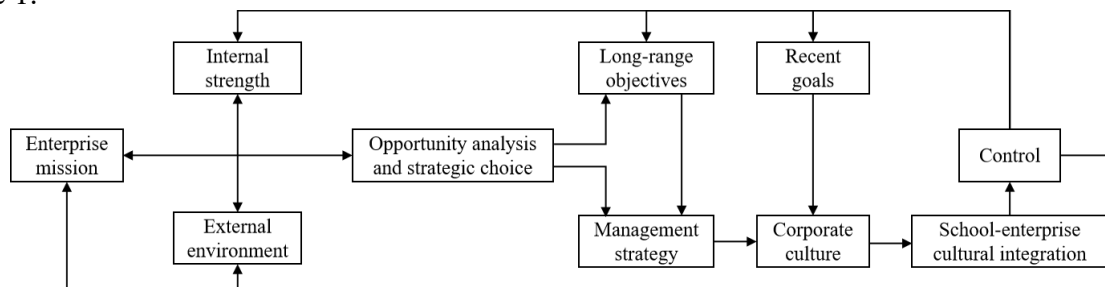


Figure 1 Basic mode of enterprise strategic management

The main body of IPE in higher vocational education based on school-enterprise cultural docking is no longer just schools, teachers, but also enterprises. Vocational schools should incorporate IPE into the discipline teaching system of theoretical teaching, and run through the whole process of students' study at school and their internship in enterprises. Incorporating strict and standardized management in enterprises and employees' awareness of the overall situation into campus culture can start from standardizing students' daily behavior.

##### 4.2. Effectively integrate the teaching content of IPE

Under the background of school enterprise culture connection, the content of IPE for higher vocational students should change the traditional classroom teaching content based on teaching materials, focus on post norms or professional requirements, and focus on the cultivation and education of professional ideals, professional ethics, professional discipline, professional behavior and other aspects in the comprehensive quality training of higher vocational students. In order to improve the pertinence of IPE work and solve the ideological confusion of vocational students in time, teachers should broaden the access to information in the information age. In order to mobilize the learning enthusiasm of higher vocational students, vocational schools should also find the best fit between IPE and students' career development, regularly carry out rich and colorful activities, and improve the effectiveness of IPE. The integration mode of higher vocational IPE resources based on the docking of school and enterprise culture is shown in Figure 2.

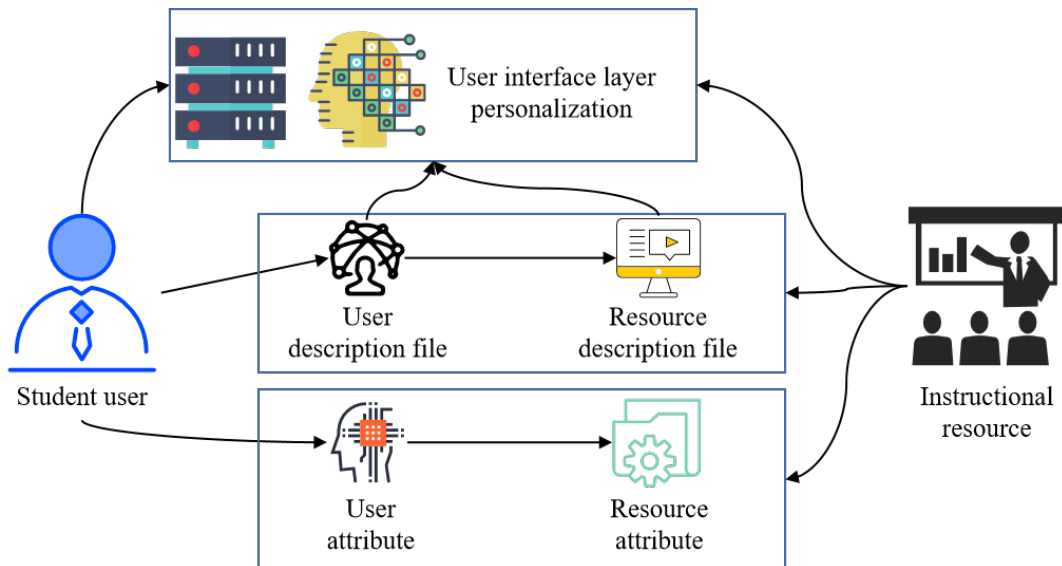


Figure 2 Integration mode of IPE resources

Vocational schools should combine the development of social practice activities with daily education and teaching activities, set up reasonable credits and academic system, and give corresponding financial support. In order to make the school-enterprise cooperation more ideal, it is necessary to discuss and analyze the educational mode together, so that the enthusiasm of vocational school students in educational work and enterprise participation can be mobilized. Therefore, the construction of educational model can help students strengthen their labor ideas, professional ethics and literacy, and effectively realize the goal of ideological and political teaching in vocational schools.

## 5. Conclusions

For a long time, many ideological and political educators in vocational schools have always regarded the ideological and political work of vocational school students as a means to strictly manage and restrain students. This kind of knowledge and education method not only violates the law of quality education, but also introduces the important functions of IPE into misunderstanding. As the teaching scale of vocational schools is gradually expanding and developing at a very rapid speed, the related education and teaching work needs to be innovated closely with the development of the times. For vocational schools that focus on cultivating technical compound talents of production, management, management and service, it is necessary to effectively connect campus culture with enterprise culture. Because vocational education is equal to employment education, the IPE in vocational schools should also take employment as a carrier to continuously enhance its effectiveness and influence. For the docking of school-enterprise culture, it can help students learn and grow better, establish correct ideas, and become high-tech talents needed by society. In order to improve the effect of IPE in vocational schools, the IPE based on school-enterprise cultural docking should take multiple measures simultaneously, change educational functions, innovate working methods, and take employment as the carrier to complete school-enterprise cultural docking.

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