Integration of Mold Education in Colleges and Corporate Culture

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Abstract: College mold professional education also faces many constraints. Therefore, improving the mold professional education methods of colleges and universities is an important problem to be solved urgently by colleges and universities. The main purpose of this research is to analyze the integration of mold professional education and corporate culture in colleges and universities. This research conducted a questionnaire survey on enterprises and schools involved in the integration of education and culture, and interviewed the principals of both schools and enterprises. From the three aspects of enterprises, schools and apprentices, this paper summarizes the various aspects of mold education in universities Kind of problem. This research survey found that 43% of graduates think they are basically qualified for their job, and 52% think they are fully qualified for their job. The results of this study fully show that the overall quality of mold students in colleges and universities is higher in the job position, it is of great significance to improve the standardized management system and scientific evaluation system, and improve the fine management model of mold major education in universities.

1. Introduction

With the rapid development of the mold industry, the manufacturing industry has a high demand for abrasive talents and high requirements. At present, the existing mold design and CNC technical talents are far from meeting the needs of the manufacturing industry [1]. College teaching must adapt to market needs, actively grasp the current information in the market, ensure good information flow, timely planning, and innovate the teaching methods and teaching directions of mold majors in colleges and universities, so that it can cultivate more leading mold professional development Innovative talents [2-3].

At present, many colleges and universities pay more attention to the practical teaching of the mold major, and have established their own mold teaching training rooms or training centers. However, on the whole, the theory and practice of the mold major teaching are not closely combined, and they have not been fundamentally Realize the integrated teaching of mold professional theory and practice [4-5]. Although many colleges and universities attach great importance to the practical teaching of the mold major, the content of practical teaching is relatively old, there are many valid and demonstrative trainings, and there are few targeted production, craftsmanship, design and innovative trainings [6]. The training room has a single setting, which is too finely divided, and the equipment, resource utilization and efficiency are low [7]. In terms of teaching faculty, the construction of a "double-qualified" faculty with real talents is not enough, especially the lack of instructors with first-line practical experience in the enterprise, which largely affects the output of the mold professional teaching [8 -9].

Judging from the effectiveness of the training of mold professionals in colleges and universities, many students who graduated from this major are not well qualified for the job requirements of enterprises after entering the enterprise [10]. Based on the teaching status of mold majors in colleges and universities, this article discusses the innovation of its teaching mode and teaching methods, in order to provide some reference and reference for the development of this major.

2. Method

2.1 Quality Standards of Mold Education in Colleges and Universities

The fundamental basis of education evaluation refers to the quality standards of education. Objectively speaking, the teaching quality of the mold major in colleges and universities should depend on the teaching training objectives and basic tasks formulated by the professional education as the basis for evaluation. The quality of the mold major education in universities should adhere to the organic unity of specifications and characteristics. To this end, the basic principle of the design of the mold quality education standards of colleges and universities is to adhere to the goal of college mold majors training based on the direction of running the school, the professional facilities equipped to all links in the teaching, the development of various teaching management systems, and the availability of teachers Many aspects such as strength and social evaluation can reflect the strict requirements and key points of the teaching of mold majors in universities. Based on this, its clarity and measurability should also be considered. Clarity means that the professional teaching content should have specific content concepts, and clearly include all the requirements for monitoring and evaluation. It is worth noting that content should be avoided. In order to ensure the accuracy and comprehensiveness of monitoring and evaluation, the quantification mainly means that the professional teaching content development standards must be quantifiable and can be calculated and can be expressed in data to ensure that the conclusions obtained have corresponding basis.

2.2 Refined Management

The essence of refined management is a comprehensive management model characterized by "precision, refinement, in-depth and standardization". "Precision" means excellence, and the product quality is maximized; "fine" is details, and the management standards are quantified in detail. Refined management is based on standardized and standardized management, as far as possible to scientifically refine and rationally optimize various processes, minimize the resources occupied by management, and minimize the cost of management. Fine management has been transformed from intensive management to intensive management in the past, from traditional experience management to scientific management. The core idea of refined management is: rigid management system, standardized personal behavior, and strengthened responsibility implementation, thus forming a benign management culture. Refined management is a change in corporate management philosophy, which is to transform general and vague management requirements into specific and clear management standards, and transform random and disordered management decisions into standard and standardized management procedures. Refined management not only decomposes the management objects one by one and quantifies them into specific numbers, procedures and responsibilities, but also refines the management procedures so that every work content can be seen, touched, and spoken accurately. There is a dedicated person responsible for every link, not a fight.

From the perspective of enterprise management, refined management reflects the company's perfect pursuit of management, advocates the "people-oriented" management concept, uses refined management in the management process, pays attention to the interests of employees as the starting point, and pays attention to every subtlety of employees. Place. From the perspective of school management, looking at the student management of domestic secondary vocational schools, there is no systematic and comprehensive implementation of the theory of refined management, but the relevant theories of refined management have been infiltrated in practical work, such as humanized management Management philosophy, emotional management management philosophy, etc. Therefore, the application of refined management concepts to modern apprenticeship management should follow the aspects of professionalism, attention to detail, and scientific quantification.

3. Experiment

According to the needs of the survey, the content of the questionnaire was designed and written

into a written form, one for each person, to be filled out by the respondent, and the time for issuance and recovery was unified. After recovery, collect data, collate and analyze, and draw conclusions.

According to the needs of the survey, design relevant questions, ask the respondent verbally, and collect the respondent's responses as objective factual materials.

This article conducts surveys and interviews on mold majors by nearly 400 college graduates from mold majors in the past three years, with a view to providing a certain reference and basis for the reform of mold majors in higher vocational colleges. In this paper, a total of 400 questionnaires were sent out, 367 valid questionnaires submitted by 15 classes were recovered, and student participation reached 91.7%. Based on the collected 367 questionnaires, statistical analysis was carried out from three aspects: school, enterprise and student.

4. Discussion

4.1 Mold Professional Education Analysis

As shown in Figure 1, the survey on job competence of vocational graduates shows that 43% of graduates think they can basically compete for their jobs, and 52% think they can fully compete for their jobs. The results of the survey fully prove that the overall quality of mold majors in the work position is high, but some graduates still have deficiencies. The survey found that graduates are satisfied with the work they are currently doing. 63% of vocational graduates are more satisfied with the current job, but 4% of vocational graduates are very dissatisfied with the current job. The results of the survey indicate to a certain extent that there is still a lack of personalized and layered training design for the training of mold professionals.

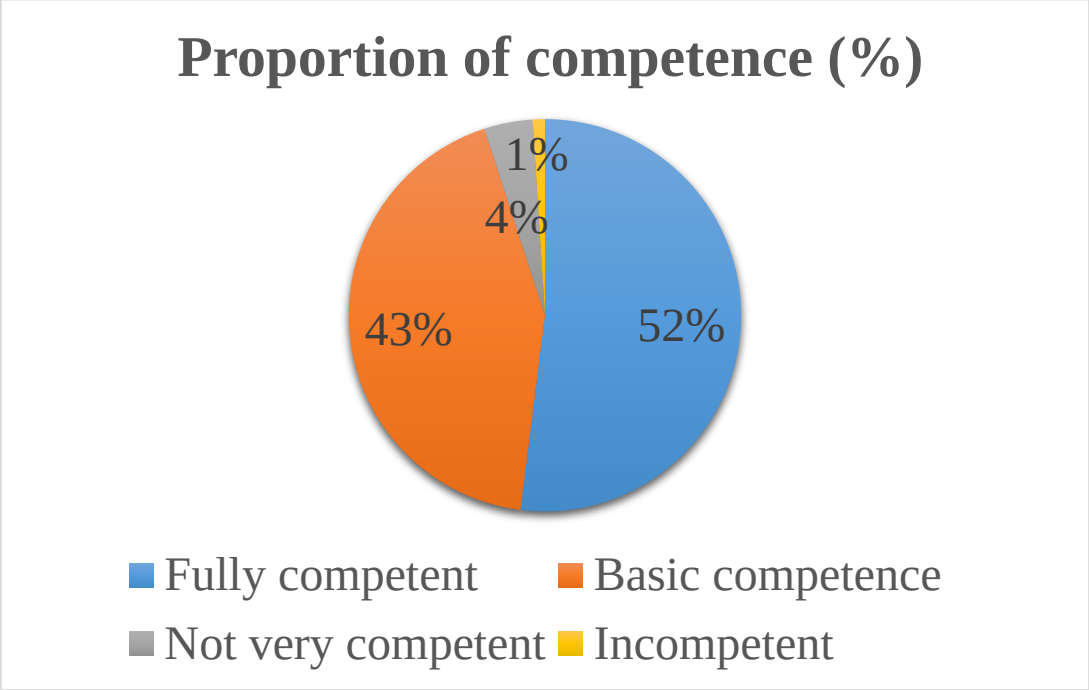

Figure 1. Graduate job competence

Table1. Problems Existed by Enterprise Masters in Modern Apprenticeship Teaching

Serial number	Project name	Specific number	Proportion
1	The technology is not exquisite enough, the teaching level is not good	78	21.2%
2	Technology is reserved, unwilling to give it away	168	45.8%
3	The teaching method is improper,can not understand	76	20.7%
4	The theory level is not enough to speak clearly	45	12.3%

As shown in Table 1, enterprise masters have many problems in modern apprenticeship teaching.

45.8% of the students reported that the master had reservations about the technology, and they did not want to teach all students. 20.7% of the students reported that the teacher ’s teaching method was inappropriate and they did not understand. 21.2% of the students think that the master's skills are not superb enough to teach well.

4.2 Educational Method Recommendations

With the development of the mold industry, the requirements for workers have also changed. Most positions require workers to have both professional theoretical knowledge and production operation skills. The mold major adopts the modern apprenticeship mode for teaching. Apprentices will have the opportunity to contact the real production environment of the company at the school stage. They have an in-depth understanding of the company’s working environment, regulations, corporate culture and skill requirements, which has laid a solid foundation for employment. The foundation has a strong job competitiveness and can better adapt to the needs of the labor market. Refined management can enable apprentices to better penetrate the production line of the enterprise, deeply experience the corporate culture, adapt to the enterprise management model, and shorten the running-in period. To promote the modern talent apprenticeship model of mold major, enterprises are the first subject and schools are the second subject. Schools need to change their concepts and play a supporting role, give play to their own advantages, follow the rules of student growth, optimize the process of student training, and serve the life-long development of students. In the teaching process, students participate in the production and processing process of parts, master the operation technology in the production process, effectively combine the learned theory and practice, ensure that the post competence of the students after employment is in place, and realize the cultivation of skilled talents and corporate requirements Organic combination.

At present, the "combination of schools and enterprises" in the mold major of colleges and universities mostly organizes students to enter enterprises for on-the-job internships, but the evaluation of internships is often in the form of some forms. Some colleges and universities even contact students for internships. Objectively, this has greatly reduced the effectiveness of internships for mold majors. Based on this, exploring an effective "school-enterprise combination" talent training model is a key link in the mold education innovation. This study believes that the key to establishing an effective "school-enterprise integration" talent training model lies in whether the school can establish a perfect collaboration mechanism with enterprises, which depends to a large extent on the school's management capabilities and organizational collaboration capabilities. The modern apprenticeship and work-study integration model has been widely recognized in the field of vocational education and many beneficial explorations have been carried out. The mold model of colleges and universities builds a "school-enterprise combination" talent training model. Demand for high-quality talents, from the perspective of student career planning and corporate talent needs, to collaborate between schools and enterprises. Schools should take the initiative to integrate local mold enterprise resources, establish a smooth enterprise communication mechanism, and introduce the power of the enterprise into the school ’s education process. Only in this way can a “specialized school-enterprise combination” mold professional training model with its own characteristics be established and formed .

Pay attention to the combination of theory and practice. The teaching of the mold major of technical secondary school can not only stay on the teaching of theoretical knowledge, but also should pay more attention to the students' practical operation ability. In terms of faculty, mold engineers who have time to work should be hired to teach students to make the teaching content more realistic. In terms of teaching methods, it is necessary to use intuitive teaching, use computing multimedia technology, or carry out practical operation courses to provide students with more intuitive teaching content, enhance students' practical ability and practical operation ability, and fight for becoming an excellent mold practitioner A solid foundation.

Conclusion

The rapid development of China's mold industry is both an opportunity and a challenge to the

sustainable development of enterprises and the traditional education of schools. While sharing rapid economic development, enterprises and schools should change traditional concepts and cooperate with each other. Schools should pay attention to the cultivation of comprehensive qualities such as the knowledge structure and practical ability of students to cater to the needs of the market. Enterprises should boldly recruit new people, give new employees a good development space, and reserve backup talents for sustainable development. Only in this way can high-quality education in schools and rapid development of enterprises be effectively combined.

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