The Path Exploration on the Integrated Development of Innovation and Entrepreneurship Education and Professional Education

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Keywords: Innovation and entrepreneurship education; Professional education; Integrated development.

Abstract. Innovation and entrepreneurship education reform in colleges and universities is urgent. It promotes the integrated development of innovation and entrepreneurship education and professional education, and is an important direction of teaching reform in Chinese colleges and universities. By analyzing the connotation, characteristics and relationship between innovation and entrepreneurship education and professional education, this paper proposes a feasible path to promote the integrated development of innovation and entrepreneurship education and professional education.

Introduction

Innovation and entrepreneurship education has a "broad spectrum", which is for students of all disciplines and majors. At present, innovation and entrepreneurship education in most colleges and universities operates independently and is in a two-body state with professional education. At the same time, innovation and entrepreneurship education is also professional. It is necessary to integrate innovation and entrepreneurship education into the whole process of professional education, improve the pertinence of innovation and entrepreneurship training, and enhance the practicality of professional education. Therefore, according to the orientation of professional talent cultivation and the requirements of the goal of innovation and entrepreneurship education, it is urgent to promote the organic integration of innovation and entrepreneurship education and professional education and explore the way of their in-depth integration. This paper focuses on the integrated development of innovation and entrepreneurship education and professional education, aiming to explore a scientific, reasonable and feasible integrated development path.

The Connotation and Relationship between Innovation and Entrepreneurship Education and Professional Education

From the perspective of the connotation of innovation and entrepreneurship, innovation and entrepreneurship can be divided into two levels: innovation and entrepreneurship spirit and innovation and entrepreneurship ability. Spirit is the driving force of ability, and ability is the power of spirit. The close combination of the two is the necessary premise for innovation and entrepreneurship to be realized. From the perspective of innovation and entrepreneurship education, it can be divided into two aspects: innovation and entrepreneurship knowledge transmission and practical application of innovation and entrepreneurship. Therefore, the combination of innovation and entrepreneurship education and professional education should start from the above four aspects, and comprehensively integrate the cultivation of innovation and entrepreneurship spirit, innovation and entrepreneurship ability, innovation and entrepreneurship knowledge and innovation and entrepreneurship practice into the process of professional education to form a systematic integrated education model.
The Path Selection for the Integration of Innovation and Entrepreneurship Education and Professional Education

Integrating Curriculum Resources to Build a Curriculum System that Integrates Innovation and Entrepreneurship Education with Professional Education

The construction of curriculum system is the core and key to the deep integration of innovation and entrepreneurship education and professional education. Combined with the characteristics of professional groups, it highlights the teaching function of "consciousness cultivation + ability training + knowledge popularization + practice improvement". The general education, compulsory courses, elective courses and practice links related to innovation and entrepreneurship education are set up by category, and the curriculum system of innovation and entrepreneurship talents cultivation based on professional education is constructed with "stratification, whole process and integration". "Stratification" is an innovation and entrepreneurship course and project designed according to the characteristics of different majors and combined with the learning ability of students of all grades. "The whole process" refers to the course system design throughout the university four years. The first two years focus on consciousness cultivation and knowledge popularization, while the second two years focus on ability training and practical improvement. "Integration" means that the two teaching lines are complementary and integrated. With entrepreneurship lectures, entrepreneurship competitions and entrepreneurship incubation as the main forms, students will be guided to actively participate in entrepreneurship practice outside the classroom, update entrepreneurship ideas, train entrepreneurship skills, enrich entrepreneurship experience and cultivate innovation and entrepreneurship spirit.

In addition, during the integration and construction of curriculum resources, the core role of professional ability cultivation should be highlighted. It focuses on the development and construction of resources linked to enterprise or industry standards, design and improve professional courses synchronized with enterprise or industry standards. It is necessary to gradually improve the curriculum standards and system based on the cultivation of students’ professional abilities, and at the same time to create teaching resources corresponding to professional abilities.

We will Optimize the Structure of Teachers, and Create a Contingent of Teachers that Supports the Integration of Innovation and Entrepreneurship Education and Professional Education

The integration and optimization of teaching staff is an important guarantee for the deep integration of innovation and entrepreneurship education and professional education. However, college teachers in China generally lack entrepreneurial experience or business practice experience, which directly leads to the fact that innovation and entrepreneurship education in colleges and universities is more theoretical and lacks the transmission of tacit knowledge with personal experience, which also becomes the bottleneck of the development of innovation and entrepreneurship education in colleges and universities. To break this bottleneck, we need to start from the following aspects.

First of all, we should improve the entrepreneurial theory and practice level of the existing teachers. In view of the general entrepreneurship education courses in colleges and universities are generally taught by teachers majoring in economics and management, it is imperative to improve the entrepreneurship practice of this group. Teachers' innovation and entrepreneurship quality can be improved mainly by carrying out training for innovation and entrepreneurship teachers, entrepreneurship simulation or real entrepreneurship activities, updating entrepreneurship ideas, upgrading entrepreneurship theories, training entrepreneurship skills and enriching entrepreneurship experience. Meanwhile, teachers of "professional + innovation and entrepreneurship" courses should be trained to encourage teachers in professional fields to participate in innovation and entrepreneurship education. They should be funded to develop professional entrepreneurship courses, devote themselves to entrepreneurship practice, promote the transformation of scientific research results, and realize the transformation from professional teachers to innovative and entrepreneurial teachers.
Secondly, make full use of Internet + education to share teachers of innovation and entrepreneurship in colleges and universities. With the help of the widely used online education platform, we can solve the problem of shortage of existing teachers and share courses and teachers. At present, the rapid development of online education, in a large number of online course resources, there are a variety of available course materials for innovation, entrepreneurship and professional education. On the one hand, domestic and foreign universities share a large number of innovation and entrepreneurship courses and professional education courses from world famous universities through online courses. On the other hand, these online courses also contain a large number of lectures on innovation and entrepreneurship by entrepreneurs. These resources provide indirect teacher support for college innovation and entrepreneurship from multiple perspectives.

Thirdly, in the construction of teachers, the proportion of "double-qualified" teachers should be increased. We should extensively introduce off-campus entrepreneurship mentors and strengthen the construction of "double-qualified" teams. We should make full use of all resources and actively introduce out-of-school entrepreneurship tutors to participate in innovation and entrepreneurship education. Off-campus entrepreneurship mentors have rich practical experience in entrepreneurship and can provide students with a wide range of contacts and market resources. Their entrepreneurial experience can more stimulate students' entrepreneurial enthusiasm, and they are good at training students' practical skills of innovation and entrepreneurship through teaching by word and deed. Therefore, the introduction of out-of-school entrepreneurial mentors is an effective means to make up for the shortage of entrepreneurial teachers.

The Talent Training Mode of School-enterprise Cooperation and Joint Construction of Training Base

The integrated development of entrepreneurship and innovation education and professional education is inseparable from the dual role of schools and enterprises. On the one hand, school-enterprise cooperation can become an important way for teachers to cooperate; on the other hand, it plays an irreplaceable role in teaching practice. School-enterprise cooperation and strengthening practical training mode can promote students to understand the overall picture of entrepreneurship and innovation enterprises, which is the key step of professional education from theory to practice. The cooperation between universities and enterprises to build a practice base is conducive to students' understanding of the organization and process of innovation and entrepreneurship through internship, and each specific enterprise is the most authentic and objective display of practical activities in specific professional fields, which is conducive to students' mastery of professional knowledge.

The implementation of "school-enterprise cooperation, co-construction of training base" needs to strengthen efforts in several aspects. First, universities should choose excellent enterprises according to the goals of innovation and entrepreneurship education. In the selection of enterprises, we should pay attention to whether the training courses provided by them can provide students with opportunities to understand and learn knowledge and professional skills of innovation and entrepreneurship. Secondly, it is necessary to strengthen in-depth cooperation with enterprises and take "entrepreneurial ability plus professional ability" as the goal of talent training. In order to encourage and promote students' innovation and entrepreneurship, we introduce entrepreneurship procedures and technical standards of industrial enterprises, build project development courses, simulate innovation and entrepreneurship projects, and launch innovation and entrepreneurship and professional skills competitions based on students' professional ability training. During the training, students' mastery of professional knowledge will be assessed. Based on the practical problems of enterprise innovation and entrepreneurship, students' innovative ability and professional level in solving problems will be investigated.

Conclusion

To sum up, the integration of innovation and entrepreneurship education and professional education requires systematic thinking, top-level design and collaborative promotion. As the implementation
subject, colleges and universities should promote the integration of innovation and entrepreneurship education and professional education through the guidance of policies and systems, inject vitality into professional education, promote the substantive development of innovation and entrepreneurship education, and cultivate new senior talents to meet the needs of the era of entrepreneurship and innovation.

Acknowledgement

This research was financially supported by key project of education reform of education department of jilin province: research and practice of talent cultivation mode integrating innovation and entrepreneurship education of business administration major and professional education; Jilin province education department "13th five-year" social science planning project (JJKH20170132SK), jilin university of finance and economics innovation and entrepreneurship research center funding project, Jilin University of Finance and Economics university-level project (2016P43).

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