

## **Research on Curriculum System of Innovation and Entrepreneurship Education in Higher Vocational Colleges—About Training Mode of Comprehensive Talents**

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**Abstract.** With the economic restructuring and development, the society needs comprehensive, practical and skilled talent urgently. As the pioneer of vocational education, taking innovative entrepreneurship education into current curriculum system, the college can provide qualified graduates for society or company. In this paper, the author takes Chongqing Business Vocational College as an example, analyzes and researches the current innovation and entrepreneurship education curriculum system, then puts forward some suggestions.

### **Introduction**

With the economic restructuring and development, promoting innovation and entrepreneurship has become an inevitable trend. "Mass Entrepreneurship and Innovation," presented by Premier Li Keqiang, reflects the state's focus on innovation and entrepreneurship, and also shows its prominent position as a national development strategy. In such situation, based on college's actual development, higher vocational colleges should constantly explore innovative entrepreneurship education system to enhance the innovative ability of higher vocational college students.

### **1. Guideline for Construction of Entrepreneurship Education Curriculum System in Colleges**

#### **1.1 The Integration of the First Class and the Second Class**

The first class emphasizes the student's knowledge's learning and the second class focuses on skill training. At present, there are obvious restrictions on the cultivation of students' ability of innovation and entrepreneurship. On the one hand, although most of the vocational colleges have carried out innovation and entrepreneurship education related courses, the teaching methods are regular, mainly in the form of employment guidance course or entrepreneurship education lectures, elective course or temporary seminar. The examination performance cannot reflect whether the students have mastered the key points of knowledge in the first class, especially whether the students can use the knowledge properly and correctly in real activity, becoming their practical ability. On the other hand, how to assess the students' performance in the second class is difficult. Only depending on quantitative evaluation of discipline competition is not enough, because it can not truly reflect the students' some social skill and competence in a certain profession. For this reason, college innovation and entrepreneurship education curriculum system must combine the first and the second class tightly. The author suggests that the college can design a set of scientific evaluative system to assess whether the students have obtained the knowledge and ability of innovation and entrepreneurship, rather than purely rely on the test's performance.

#### **1.2 The Integration of Individual Learning Behavior and Group Study**

Nowadays, in the aspects of teaching theory and teaching practice, professional education in Higher Vocational Colleges pays more attention to the independent learning ability of students. The practice of group students' study, exercised in the second class, is rare and the assessment methods are relatively vague. Such practice based on a project or a competition, rather than the fruit of

colleges' properly guidance and carefully cultivation. In fact, whether scientific research, entrepreneurial training on campus, or internships and employment, entrepreneurship practice outside, are not individual behavior, but complex group behavior. Therefore, in the initial stage of the curriculum system design, the college should take full account of development of the students' single learning behavior and practice and assessment of group research.

### **1.3 Innovation and Entrepreneurship Education is Value-added, not New**

The curriculum system and teaching design of students in the higher vocational education are relatively perfect, and the students have not enough spare time. The college simply add new courses related innovation and entrepreneurship education, then the original curriculum system will be damaged, which will influence the expected educational effect. Therefore, the innovation and entrepreneurship education should be used as an extension of the existing school education curriculum system. Knowledge learning and practical ability's training is relative and linked to each other. In the college, the perfect innovation and entrepreneurship education is that knowledge learning reflects teaching process, and hands-on practice embodies the teaching result.

## **2. Status Quo of Innovation and Entrepreneurship Education Curriculum System**

### **2.1 Arrangement of Curricula are Unreasonable**

Although most of the vocational colleges have carried out innovation and entrepreneurship education related courses, the teaching methods are regular, mainly in the form of employment guidance course or entrepreneurship education lectures, elective course or temporary seminar. Innovation and entrepreneurship education is a systematic project, which will influence on college students' awareness of entrepreneurship and develop students' business risk perception and control, which cannot obtained by studying theoretical courses. Innovation and entrepreneurship education is a kind of quality-oriented education, which contains many levels. Through the development of theoretical knowledge and practical skills, the students should gradually have innovative thinking and entrepreneurial ability.

### **2.2 The Carrier of Innovation and Entrepreneurship Education is Single and Simple**

From the specific implementation of entrepreneurship education in higher vocational colleges, the carrier of entrepreneurship education is mainly composed of three aspects: innovative projects, entrepreneurial projects and entrepreneurial practice. The aim of innovation and entrepreneurship education is cultivate the comprehensive quality and practical ability of college students, which can not be achieved by these projects or practice. For example, the common college students' career planning, entrepreneurial cup and other forms of competition, become the pure game in the end, in which the students have no chance practice such project actually in real life, although such programs are gorgeous. Conversely, actually the practical activities of students are mainly communal, which emphasizes forms and the process rather than result and effect. This communal activity are not persistent, is not conducive to the sustainable development of innovation and entrepreneurship education.

### **2.3 Innovation and Entrepreneurship Education is Short of Valuable Practical Activity**

Relevant research statistics shows that, although in higher vocational colleges the setting up of entrepreneurship education curriculum reached 100%, but mainly on the employment theoretical curriculum, lecture of innovation and entrepreneurship, and organization of various competitions to carry out theoretical teaching, lacking of corresponding practical teaching related above theories. Although some colleges set up some practical teaching bases through school-enterprise cooperation, these bases are mainly developing professional skills as training objectives rather than contribute for any innovation and entrepreneurship education.

### **3. Countermeasure Proposals Regarding Innovation and Entrepreneurship Education**

#### **3.1 To Define and Improve Curriculum Criterion Innovation and Entrepreneurship Education**

Whether professional courses or innovative entrepreneurship courses, educational curriculum system has some deficiencies and some problem in China, comparing with the counterparts in Euro-American developed countries. For example, in China, the curricula emphasizes on employment guidance rather than entrepreneurship education, the courses, without rich variety, is not enough for student to choose, how to combine the curriculum system and various disciplines is still a problem, etc.. According to the survey of foreign institutions survey, more than 1700 American universities offer more than 2000 foreign innovation and entrepreneurship courses for students. MIT, Yale, Stanford and other universities which carry out the creative education earlier all have high quality and efficient innovation and entrepreneurship education curriculum system with strong pertinence. At present, the courses of innovation and entrepreneurship education in China are obviously insufficient in quantity and quality. Therefore, the construction and improvement of innovation and entrepreneurship education courses in higher vocational colleges should be guided by entrepreneurship and take teaching as center, full play a prominent role of classroom teaching.

Innovation and entrepreneurship education is a comprehensive curriculum with multi-level and multi-discipline characteristics, in which scientific knowledge of various disciplines should be integrated efficiently and coordinated scientifically. If the above requirement is meet, the design and setting of the curriculum system is in accordance with the demand of innovation and entrepreneurship education. In addition, during the teaching process, the teachers should integrate the concept of innovation and entrepreneurship education with classroom teaching in the professional way, which requires teacher pay special attention to social applications of subject and flexibility of teaching methods, particularly some common professional knowledge, such as Economic Law, Management Science and Marketing etc.. Such professional knowledge should be introduced into the class teaching of innovation and entrepreneurship education. Through a series of means, such as the full participation, rich content, and improving effectiveness, innovative entrepreneurship education curriculum system will be created successfully and eventually form curriculum standards of each discipline, even publish supporting teaching materials.

#### **3.2 Cooperate with Government and Enterprise to Rich the Carrier of Innovation and Entrepreneurship Education**

Innovation and entrepreneurship education cannot be separated from real society. The strength of college is limited, the effective way is that better use of government resources, effectively carry out government-college-enterprise cooperation to rich the carriers of teaching. Taking Chongqing as an example, in recent years Chongqing municipal government set up special funds each year to support entrepreneurship. On the one hand, cooperating with colleges, the government sets up college students' entrepreneurship Park, providing business sites with lower costs; on the other hand, through organizing of different and various kinds of entrepreneurship competition, the government supplies financial supports for winning students to start their business.

In addition, higher vocational colleges can also upgrade and transform their professional social practice bases to meet practical requirement and capital needs of college students. First of all, the enterprise can outsource some non-core business to the college entrepreneurial team, not only saving running cost of the enterprise but also realize the cooperation between college and enterprise, such as Suning Campus Store, Cross-Border e-Commerce Training Room, Jingdong Campus Training Center in Chongqing Business Vocational College. Secondly, using practical platform in college, enterprises can provide some work of the productive process to the students to finish. By this way, the enterprise offers students the opportunity to practice and save huge amount of fixed capital investment. At last, the college should cooperate with enterprise to provide actual practical chances in enterprise for every student. By this way, students not only properly use their time after class, but also improve their actual working ability and social skills, broaden the horizon, which will lay a solid foundation for employment in the future.

### **3.3 Improve the Practical Platform of Innovation and Entrepreneurship Education**

With high level of practical and applied characteristics, innovation and entrepreneurship education puts forward higher requirements for practical and applicative platform. In addition, the cultivation of students' professional quality cannot be separated from the practice of entrepreneurship. From the standpoint of the advanced experience of developed countries in Europe and America, many industries and enterprises actively offer all kinds support, free or cheap, to innovation and entrepreneurship education of industry-specific colleges at all levels. The college should cooperate with company to provide more practical chance to the students. At the same time, the role of governments at all levels cannot be ignored, and the effective connection of College Students' pioneer parks, entrepreneurship incubation bases in college and outside educational services platform can offer students more practical chance of innovation and entrepreneurship education, which makes up for the insufficiency of classroom teaching. By above ways, students can develop their comprehensive ability of innovation and entrepreneurship

### **Conclusion**

Under the situation "Mass Entrepreneurship and Innovation," as the pioneer of vocational education, higher vocational colleges, under the guidance of government, need reform the curriculum system of innovation and entrepreneurship education to provide qualified practical and technical talents for state and society. Only when the colleges correctly understand the true meaning of innovation and entrepreneurship, keeping pace with time, and find out and remedy their shortcomings, then it will reach the goal of training new qualified talents of innovation and entrepreneurship.

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