

Research on the Integration of Entrepreneurship Education and Professional Education in Universities*

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Abstract—Entrepreneurship education based on the professional development gives full play to professional advantages and keeps sustainable development. The combination of entrepreneurship education and professional education plays a positive role in promoting the transformation of education as a whole. But at present entrepreneurship education has not been really penetrated into professional education in universities, but entrepreneurship education and professional education disengage from each other during the whole teaching process. In view of the restrictive factors of the integration of entrepreneurship education and professional education, universities should start from the three aspects: educational concept, teaching staff and curriculum system, to improve the innovation and entrepreneurship education in universities and promote the interactive integration of innovation and entrepreneurship education and professional education through cross-specialty joint teaching and socialized cooperation mode.

Keywords—*entrepreneurship education; professional education; organic integration*

I. INTRODUCTION

Entrepreneurship education has been experienced nearly 20 years in China. The Entrepreneurship Research Center of China established in 1998 started the research and promotion of entrepreneurship education in China. With the development of various entrepreneurship activities, many universities have actively explored innovation and entrepreneurship education. Innovation and entrepreneurship education develops and promotes students' initiative by cultivating students' entrepreneurial consciousness, spirit, skills and abilities. It improves students' comprehensive quality and enables them to have innovative ability, practical ability and keen judgment ability in social competition. At the same time, it can help students creatively integrate all kinds of social resources and realize their entrepreneurial dream. Professional education teaches students all kinds of professional knowledge, focusing on theoretical study and research, according to various professional training programs at all levels. [1] Entrepreneurship education is the application

and practice of students' professional knowledge on the basis of professional education. It is the sublimation of professional knowledge. It can promote students' professional knowledge learning, thus realizing the social value of professional education. Therefore, it is of great significance for universities to integrate entrepreneurship education into professional education and effectively realize the economic and social value of professional education.

II. DEMAND ANALYSIS OF ORGANIC INTEGRATION OF ENTREPRENEURSHIP EDUCATION AND PROFESSIONAL EDUCATION IN UNIVERSITIES

A. Demand for the Growth of Educational Efficiency

With the continuous development of knowledge economy, the competition between state enterprises has evolved into the competition of talents. Talent training is realized through education, so this competition is essentially the competition of education. China's education has made tremendous achievements from scale to strength, but there are also areas that need to be improved, such as the current education efficiency is generally low. As a quasi-public product, education can create tremendous social value. As an investment, education can promote the growth of knowledge and ability of educatees, thereby increasing income and improving social status. Therefore, education has the value function of private investment. Education needs investment, and it also produces value differences.

From the socioeconomic point of view, benefits are mainly manifested in the exchange of corresponding social value through diplomacy of commodities or labor, the consumption of as little capital, time and human resources as possible, the achievement of as much business results as possible, or the consumption of the same resources to achieve more business results. Therefore, the educational benefits can be summarized as obtaining more educational results with the least investment in educational resources or with the same investment in educational resources. [2] Professional education in universities in China is based on the specialty division stipulated by the Ministry of Education. By providing specialized education, students can master the knowledge and skills of their specialty and become senior

*Fund: This paper is supported by the Research Funds for High-level Talents of Jinling Institute of Technology.

specialized talents with certain professional knowledge and practical ability. Against the background of the accelerated process of economic globalization, the current professional education is difficult to meet the increasing needs of society and enterprises. On the one hand, social enterprises are difficult to obtain practical talents. On the other hand, many university graduates are learning from non-use or non-advantage, which to some extent reflects the low social value or low educational efficiency of education in China. In order to enhance the value of education, it is necessary to integrate entrepreneurship education into traditional professional education, cultivate students' entrepreneurship and innovation ability, so as to enhance the social value of education and promote the growth of educational benefits.

B. The Demand for Employment of University Students

In recent years, a large number of entrepreneurs relying on professional knowledge have developed rapidly in China, and the demand for innovative talents is growing. Traditional higher education, which provides professional training and education, is facing more and more challenges. Enterprises need creators with innovative spirit and entrepreneurial skills, not just job seekers.

At the same time, with the popularization of higher education in China, the number of college students has increased dramatically, and the employment pressure of university graduates has become prominent. Universities are expected to play a new role in addition to teaching and research. That is to say, through entrepreneurship education, students of all majors can be trained to be innovative and entrepreneurship-oriented, and even directly provide students with entrepreneurship opportunities. This requires us to innovate the mode of talent the aim of professional education is to cultivate students' innovation and entrepreneurship. This is the new demand of modern university education and the driving force of the integration of entrepreneurship education and professional education.

III. RESTRICTIVE FACTORS OF INTEGRATION OF ENTREPRENEURSHIP EDUCATION AND PROFESSIONAL EDUCATION

A. Educational Ideas

Firstly, Chinese universities have developed under the planned economic system, so the planned characteristics of universities are more prominent, such as enrollment according to the unified plan, and employment-oriented employment education is rising. Because of the non-market characteristics of universities themselves, this kind of employment education, to a certain extent, divorces from the needs of social enterprises and makes the employment problem of university students more prominent.

Secondly, with the rise of the entrepreneurship generation, the decline of traditional industries has quietly occurred in Chinese society. At the same time, Chinese universities are still training professionals according to the mode of employment education, and have not fully adjusted the requirements of human resources structure according to

the changes of market demand. The concept of employment education in universities has been constantly impacted as early as the beginning of the 20th century. The large increase in the number of graduates has led to the employment difficulties of university students, and entrepreneurship education has gradually attracted the attention of all sectors of society. Therefore, the Ministry of Education's Higher Education Department started the pilot work of entrepreneurship education in 2002. In 2012, "Basic Requirements for Teaching Entrepreneurship Education in General Undergraduate Schools (Trial Implementation)" formally proposed that entrepreneurship education should be incorporated into the teaching system of higher education courses. [3] To some extent, this reflects the lack of forward-looking educational ideas for the development of innovation and entrepreneurship education in China.

In addition, the current entrepreneurship education in China's universities is only limited to guiding students to set up and operate companies and enterprises independently. Its purpose is to solve the employment difficulties of university students. It has not yet risen to the height of personal life development strategic planning or national economic development. Moreover, the existing entrepreneurship education in pilot universities is limited to entrepreneurship knowledge and technology. The cultivation of students' entrepreneurship awareness and spirit has not yet been paid attention to by the skillful teaching, and the idea of entrepreneurship education is not reflected in the overall school-running ideological system.

B. Teachers

First of all, the biggest obstacle to the development of entrepreneurship education is the problem of teachers. The number of entrepreneurship education teachers is scarce and the structure is unreasonable. The object of innovation and entrepreneurship education in Colleges and universities is all students, so the whole school's innovation and entrepreneurship education will inevitably lead to the shortage of teachers. On the one hand, the proportion of teachers with entrepreneurial experience and industry background is relatively low. On the other hand, business managers with entrepreneurial practice experience and entrepreneurial guidance ability often do not have the qualifications to enter universities, so that the shortage of teachers in entrepreneurial education becomes difficult to solve in the short term.

Secondly, University students with different abilities, different disciplines, different growth experiences and different social backgrounds are bound to have diversified demands for entrepreneurship education, and the unified teaching model of entrepreneurship education teachers is worth considering.

Finally, the entrepreneurship knowledge and professional knowledge of entrepreneurship education teachers are not well connected. At present, there are two kinds of teachers engaged in innovation and entrepreneurship education in universities. One is the teachers who teach theory from related specialties. Most of them are from scholars. They

have rich knowledge, but lack the experience of entrepreneurship and the ability to guide entrepreneurship practice. Theorized preaching is the main method in teaching, so it is difficult to describe the actual operation of enterprises to students and help them combine theory with practice. The second is teachers like student counselors, who are mostly transferred through short-term training. Their professional knowledge is obviously defective. They are not very proficient in entrepreneurship theory knowledge and know little about the professional knowledge and rules of entrepreneurship education. Therefore, they can not effectively integrate entrepreneurship knowledge with professional knowledge.

C. Course Issues

Curriculum is an indispensable basic link between teaching and learning. Course is the carrier of knowledge and carries out the teaching process from beginning to end. The overall design and logical arrangement of curriculum are related to the realization of educational objectives. In order to carry out entrepreneurship education, independent entrepreneurship curriculum or integrate entrepreneurship knowledge curriculum system should be developed firstly. According to the current social and economic development, the curriculum system of entrepreneurship education should be based on rational curriculum, strengthen the function of functional curriculum, and absorb the results of empirical curriculum. At present, most of the professional courses in universities have not formed a systematic curriculum system of entrepreneurship education. Some universities also focus on the operational level of entrepreneurship education, lacking the idea of innovation and entrepreneurship. Entrepreneurship education is unlike professional education, which has accumulated a lot of experience and formed a relatively perfect theoretical and practical curriculum system. To a certain extent, entrepreneurship education in China's universities is a brand-new discipline, and its curriculum system, curriculum structure and setting need to be constantly improved and improved.

IV. IMPLEMENTATION STRATEGIES OF INTEGRATION OF ENTREPRENEURSHIP EDUCATION AND PROFESSIONAL EDUCATION

A. Establishing the Advanced Concept of Innovation and Entrepreneurship Education

Colleges and universities should pay attention to the cultivation of innovative and entrepreneurial talents. Entrepreneurial talents refer to comprehensive practical talents based on specialty, characterized by innovation and creativity, marked by entrepreneurship, on the stage of society and on the responsibility of entrepreneurship. They not only have the relevant professional knowledge and skills, but also have the ability of market development and management; they can not only develop themselves, but also persuade team members to form a common vision and build excellent teams; they can not only boldly innovate, seize opportunities for entrepreneurship and development, but also

decisively make decisions, integrate resources and implement creativity. [4]

The goal orientation of cultivating entrepreneurship talents can be divided into general training objectives and specific training objectives. The overall training objectives are to cultivate entrepreneurship talents, highlight the main position of students in education, adhere to the integration of entrepreneurship education and professional education, science education and humanities education, and pay attention to the cultivation of students' entrepreneurship and innovation spirit and skills. Integrating development and innovation, students will become high-level entrepreneurs with Entrepreneurship vision and spirit, grasp the basic methods and skills of entrepreneurship, and have solid professional knowledge and skilled professional skills, as well as the style of stewardship. The specific training goal is to cultivate strong entrepreneurial talents with professional theory, basic skills, innovative spirit, team spirit, independent work ability, good psychological quality, a high sense of social responsibility.

Entrepreneurial talents are different from the traditional professional talents training in universities at present. It should adhere to the student-centered, guide and develop students' creativity as its purpose, integrate knowledge dissemination, skills training and thinking inspiration, and form a distinctive entrepreneurial talents training model. Universities can combine popular entrepreneurship education with hierarchical and individualized entrepreneurship education. On the basis of popular entrepreneurship education, they can establish a unique and individualized entrepreneurship talent training system relying on professional education and enhancing professional competence, and eventually form a good situation of combining entrepreneurship education with professional education, promoting and developing each other. The cultivation of entrepreneurship talents is to help students set up business on the social stage. It should also adhere to the open education and training oriented to the society, track the frontier, innovate constantly, go out and introduce them, so as to enhance the effectiveness of entrepreneurship talents cultivation.

B. Enriching the Teaching Staff of Entrepreneurship Education

Firstly, optimize the structure of teachers and establish a diversified and dynamic development of teachers, which should take part-time teachers as the main body, full-time teachers as the basis, and social forces as the supplement. Attract scholars with multi-disciplinary background or entrepreneurial experience to serve as full-time teachers, entrepreneurs with high educational background to serve as part-time teachers. It can also provide a development platform for teachers by establishing entrepreneurship education research centers, so as to attract more full-time teachers to engage in entrepreneurship education. At the same time, successful entrepreneurs and managers should be recruited to exchange experiences with teachers in schools, and they should be trained in entrepreneurship knowledge, teaching methods and research methods so as to

continuously update their knowledge and research methods and improve teaching skills.

Secondly, it is necessary to strengthen the management of teachers in entrepreneurship education, provide institutional constraints, and improve the assessment and evaluation mechanism. In addition, the incentive mechanism for teachers of entrepreneurship education should also be constructed and improved. Teachers should be encouraged to devote themselves to the theoretical research and practical guidance of entrepreneurship education. The results of entrepreneurship education should also be included as an indicator in the assessment of teachers, and appropriate material and spiritual incentives should be given to the outstanding teachers. This encourages teachers to engage in entrepreneurship education activities.

C. *Establishing a New Curriculum System Integrating Entrepreneurship Education and Professional Education*

The curriculum system design of the integration of entrepreneurship education and professional education should include four dimensions:

1) *Logical latitude of knowledge development*: The logic of knowledge development determines the scientificity of curriculum design. Therefore, the combination of entrepreneurship education and professional teaching should follow the logic of professional knowledge development, supplemented by the content of entrepreneurial knowledge. The essential condition for the scientific development of professional knowledge is whether it can stand the test of the market, and the extension of the marketization of professional education is actually entrepreneurship education. The entrepreneurship education accelerates the process of marketization of professional knowledge, so entrepreneurship education promotes the development of professional education to a certain extent.

Knowledge generation needs nine links: acquisition, collation, preservation, renewal, transmission, sharing, evaluation, application and innovation. Each link can be integrated into the elements of entrepreneurship education to varying degrees. For example, in the process of knowledge acquisition, examine the market reaction. In the process of knowledge application and transmission, pay attention to the development cost and time of potential market, as well as market maturity.

2) *Linkage dimension of related disciplines*: In 2012, Academician Li Jinhai, Vice-President of the Chinese Academy of Sciences, emphasized the problem-oriented promotion of interdisciplinary integration in publishing *The Four Trends in 23 Disciplines in China*. [5] In the process of solving the frontier problems of scientific and technological development and the major problems affecting the sustainable development of society, integrate various resources of related disciplines through various channels organically, create new growth points and create new disciplines on the basis of gradual infiltration, cross-cutting and integration. Integrating related disciplines can further

promote innovation, so as to obtain more scientific and technological inventions, form more competitive industries or products, and constantly improve innovation ability. To some extent, the integration of entrepreneurship education and professional education is interdisciplinary. Entrepreneurship education is a typical interdisciplinary subject, which involves sociology, management, economics, accounting and other related disciplines. Therefore, in order to face the market and production reality, and construct a market-oriented professional discipline system and promote the rational development of professional education, it is necessary to systematically and thoroughly analyze and study the knowledge system of related disciplines, clarify the relationship between them, and strengthen the research and accumulation of entrepreneurial knowledge and professional knowledge.

3) *Demand dimension of teaching object*: The main body of professional education and entrepreneurship education are university students. The development of professional education has been relatively mature, and there is a relatively complete system and model, and entrepreneurship education is still a new topic. To achieve the integration of entrepreneurship education and professional education, first of all, respect the needs of their teaching objects - students. Because university students know little about enterprises, business and social life, entrepreneurship education should be implemented in different levels according to students' existing knowledge. For example, entrepreneurship education in the lower grades may not involve professional knowledge, but only introduce general business, marketing, management, accounting and other business knowledge. In the senior stage, help students grasp the professional knowledge, study the market demand with professional knowledge, carry out professional technology market prediction, diagnose and forecast the potential demand and grasp the opportunity of development, develop the ability of using capital market to promote technological progress and professional development, etc.

4) *Matching dimension of teachers' knowledge structure*: Reasonable knowledge structure requires teachers to have the optimal knowledge system for the practical needs of career development. They should have both profound expertise and extensive knowledge. At present, teachers' knowledge in China is composed of basic theoretical knowledge, professional basic knowledge, professional knowledge, subject knowledge and frontier knowledge. This kind of knowledge structure lays particular stress on broad and solid basic theory, basic knowledge and profound professional knowledge, which is conducive to teachers' rapid contact with the frontier of disciplines, but limits their ability of knowledge transfer, ignoring the ability of thinking and knowledge application across disciplines and industries. The integration of entrepreneurship education and professional education curriculum requires not only

5) Professional teachers with high professional quality, but also teachers with knowledge of entrepreneurship disciplines such as economic management, market development and so on. Therefore, professional teachers should establish entrepreneurial awareness and learn entrepreneurial knowledge, which is the necessary condition for curriculum integration. Professional teachers can carry out entrepreneurship activities relying on their own professional or scientific research advantages.

V. CONCLUSION

To sum up, with the economic and social development, the entrepreneurship education of universities will also face many challenges and difficulties to be explored. To promote the reform of entrepreneurship education, the key point is to strengthen the deep integration between entrepreneurship education and professional education, put emphasis on the design and teaching of general courses and professional courses in the entrepreneurship education, enhance the professional teachers' endogenous support for entrepreneurship education and set up a complete and detailed mechanism of promoting the integration of entrepreneurship education and professional education.

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