

A Comparative Study on the Fusion of Creative and Entrepreneurship Education and Professional Education between China and America

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ABSTRACT

The Creative and entrepreneurship education of American colleges and universities has always been at the world-class level, it has paid great attention to the integration with professional education. In contrast, the Creative and entrepreneurship education in Chinese universities has such disadvantages as backward concepts, imperfect curriculum systems, weak teachers and closed practice systems. This article will compare the Creative and entrepreneurship education concept, curriculum integration system, professional faculty construction and Creative and entrepreneurship practice platform system construction between China and the United States through literature research and comparative methods. Drawing on the successful experience of American universities, and based on the current integration of China's Creative and entrepreneurship education and professional education, we can provide targeted suggestions to promote the establishment of a complete Creative and entrepreneurship education system.

Keywords: *creative and entrepreneurship education, professional education, integration*

1. INTRODUCTION

In 2015, the "Implementation Opinions on Deepening the Reform of Creative and Entrepreneurship Education in Higher Education Institutions" issued by the General Office of the State Council emphasized the need to promote the organic integration of professional education and Creative and entrepreneurship education. Huang Zhaoxin and Wang Zhiqiang (2013) believed that the integration of Creative and entrepreneurship education and professional education in Chinese universities would play a vital role in promoting social development and improving talent training. Li Yayuan (2016) proposed to focus on constructing Creative and entrepreneurship education in line with China's national conditions. The integration of Creative and entrepreneurship education and professional education and the construction of integrated education in line with national conditions are essential.

2. ANALYSIS OF THE STATUS OF THE INTEGRATION OF CREATIVE AND ENTREPRENEURSHIP EDUCATION AND PROFESSIONAL EDUCATION IN THE UNITED STATES

2.1. The Integration of Creative and Entrepreneurship Education and Professional Education

The United States has always been a world leader in Creative and entrepreneurship education. American colleges and universities focus on cultivating and building students' entrepreneurial employability and innovative consciousness. Professor Jeffrey Timmons believes that Creative and entrepreneurship education needs to be carried out based on national development, economic development trends and long-term planning and taking the training of revolutionary and innovative talents as the fundamental content of education. In addition, in terms of educational concepts, American colleges and universities attach great importance to the integration of college education and practical applications of high-tech enterprises. On the one hand, this helps to integrate with professional education, and on the other hand, it helps students to practice entrepreneurship and obtain social resources.

The integrated curriculum system of American universities is multi-level and multi-faceted. First of all, after classifying the student groups, they design corresponding Creative and entrepreneurship education according to the level, professional ability and field of different student groups. Secondly, integrated courses are divided into on-campus courses and entrepreneurial practice courses, focusing on cross-professional joint development, which effectively promotes the commercial transformation of different professional disciplines. Thirdly, American

colleges and universities will adopt diversified teaching methods, including case studies, lectures, etc., including experiential teaching methods that students and teachers can complete together. This teaching method is widely used in American Creative and entrepreneurship classes. And it has effectively improved the degree of integration of Creative and entrepreneurship education and professional education. Finally, the joint use of internal and external evaluation systems by American universities has enabled the continuous improvement of American Creative and entrepreneurship education.

American colleges and universities attach great importance to the cultivation of teachers' awareness of Creative and entrepreneurship, encourage teachers to practice Creative and entrepreneurship or accumulate practical experience through cooperated enterprises, so as to prevent teachers from being out of touch with professional practice in teaching. Taking Stanford University as an example, the teachers' innovative performance and entrepreneurial experience are used as important basis for job title evaluation, performance evaluation and rank promotion, which greatly mobilizes the initiative and enthusiasm of full-time teachers to engage in innovative and entrepreneurial activities. The construction of the teaching staff is characterized by diversification, based on an international perspective, and extensively hiring investors, venturers, corporate executives, outstanding alumni and entrepreneurs as part-time professors to conduct practical teaching, enriching teaching methods and not only improving students Participation and enthusiasm, and it is more conducive to the integration of Creative and entrepreneurship education and professional education.

The Creative and entrepreneurship practice platform of American universities not only provides students with opportunities for entrepreneurship practice, sufficient Creative and entrepreneurship resources and financial support, but also supports the establishment of corresponding professional entrepreneurship service institutions. The U.S. government, society, and universities are highly integrated. According to the different stages and fields of entrepreneurial projects, they create specialized service organizations that are connected with each other and have their own focus. Taking Harvard University, MIT, Babson Business School and other universities as examples, the school has established an entrepreneurial education service center to integrate teaching, research, and service, and used it to guide Creative and entrepreneurship practice courses on campus. From an external perspective, the government and society effectively support the development of Creative and entrepreneurship education in American universities. The U.S. federal government not only enacts laws related to intellectual property protection and technology transfer, but also establishes a special management agency to provide entrepreneurs with funds, channels, education, and consulting services. Because university venture capital can bring high rates of return, society has become a source of resources for Creative and entrepreneurship in American universities.

2.2. The Results of the Integration of Creative and Entrepreneurship Education and Professional Education in American Universities

The Creative and entrepreneurship education in American universities has been widely popularized. The number of Creative and entrepreneurship courses offered by higher education institutions across the United States has increased from about 250 in 1985 to more than 5,000. American universities also have higher requirements for the improvement of the integrated curriculum system. Taking Babson Business School as an example, Babson Business School has designed 27 majors in accounting, finance, economics, entrepreneurial management, marketing, etc. according to students' interests and future career plans. And students in different directions have different requirements in studying the courses.

In 2016, more than 450 universities in the United States issued bachelor, master, or doctorate certificates in the direction of Creative and entrepreneurship. This move has not only cultivated more professionals in the United States, but also played a role in enriching the faculty of professional talents in American universities. In order to obtain a degree in Creative and entrepreneurship in American universities, it is necessary to have entrepreneurial achievements. So scholars with a degree in Creative and entrepreneurship have practical experience in entrepreneurship. Therefore, in teaching Creative and entrepreneurship courses, they can focus on real problems in the entrepreneurial process.

The number of Creative and entrepreneurship practice centers in American universities has increased significantly, from more than 100 at the beginning of the 21st century to 249 in 2012. To a certain extent, the rapid growth trend in numbers reflects the value demands of universities in the United States and the world to realize Creative and entrepreneurship education. 88.5% of entrepreneurial centers in American universities are set up inside schools. On the one hand, it is conducive to the development of entrepreneurial practice courses with a high degree of professional integration and the accumulation of Creative and entrepreneurship experience. On the other hand, relevant service entities within universities can significantly increase the survival rate of students' entrepreneurship.

3. COMPARATIVE ANALYSIS OF THE INTEGRATION OF CREATIVE AND ENTREPRENEURSHIP EDUCATION AND PROFESSIONAL EDUCATION BETWEEN CHINA AND THE UNITED STATES

3.1. Comparative Analysis of Creative and Entrepreneurship Education Concepts

As early as 1919, the innovative and entrepreneurial ideas of American colleges and universities appeared. After long-term development and exploration in American universities, so far, practical research on the integration of Creative and entrepreneurship education and professional education has been very mature.

The first Creative and Entrepreneurship Competition held by Tsinghua University in 1998 was a sign that China started Creative and entrepreneurship education. After the Ministry of Education implemented pilot projects in 9 colleges and universities in 2002, entrepreneurship education has gradually been fully implemented in colleges and universities across the country. Compared with the United States, China has a relatively short period of Creative and entrepreneurship education, and some colleges and universities marginalize Creative and entrepreneurship education. This will not only affect colleges and universities a correct statement of the concept of Creative and entrepreneurship education, but also is not conducive to the development of professional education.

3.2. Comparison of the Integration System of Creative and Entrepreneurship Courses and Professional Courses

The fusion courses of American universities are highly targeted, with diverse teaching methods and highly suitable for professional characteristics. Take the course setting of Cornell University's School of Hotel Management as an example. There are 7 courses focusing on entrepreneurship, including entrepreneurship management, introduction to hotel entrepreneurship, hotel entrepreneurship business plan design, restaurant entrepreneurship, entrepreneurial financing, Entrepreneurs' dialogue, entrepreneurship management and entrepreneur regulations.

In the professional curriculum training program formulated by Chinese universities, the teaching method is relatively simple, mainly in the form of lectures, student's participation is not high, the curriculum is not well-targeted, and there is a lack of innovative and entrepreneurial practice courses that integrate with majors. At present, China Higher Education Institution is actively constructing innovative and entrepreneurial education courses that combine the first classroom and the second classroom, hoping to improve students' comprehensive

ability. Because the implemented education model started late, the development is not yet in place and the effect is still not obvious.

Chinese colleges and universities are not complete in the curriculum setting system of Creative and entrepreneurship, the teaching mode of Creative and entrepreneurship education is not diversified, and the degree of interaction between professional courses and entrepreneurship skills training is not close enough, and needs to be improved.

3.3. Comparison of Professional Faculty

American universities pay attention to hire teachers with a profound professional research background, teaching some high-level interdisciplinary courses in depth, and provide students with professional academic guidance. Taking Baisan Business School as an example, the proportion of full-time teachers in the teaching team of Creative and entrepreneurship education is 45.16%. The proportion of part-time teachers is 54.84%, and most part-time teachers have experience in entrepreneurship and corporate employment, which can teach students more practical experience in entrepreneurship.

In Chinese universities, the proportion of full-time entrepreneurship course teachers is only 10.18%, and a large proportion of teachers do not have an academic background in Creative and entrepreneurship, and the proportion of administrators and counselors engaged in Creative and entrepreneurship courses exceeds 66%. There is a lack of teachers with entrepreneurial experience in the full-time teaching staff of Chinese universities, and it is easy to cause Creative and entrepreneurship education to be carried out only in theory. Most of the external part-time teachers are, entrepreneurs and these external teachers have rich practical experience in entrepreneurship, but colleges and universities are not able to provide high remuneration and do not have long-term plans, resulting in very high mobility of part-time teachers.

Compared with the well-developed professional teaching staff in the United States, Chinese universities have obvious shortcomings, such as insufficient professionalism, lack of practical experience, and unstable teaching staff.

3.4. Comparison of Creative and Entrepreneurship Practice Platform Construction

The establishment of the Creative and entrepreneurship practice platform of American universities is a collection of universities, government and social resources. A high degree of unity and effective communication among universities, government and society provides a sustainable development power resource for Creative and entrepreneurship practice platforms. It is conducive to the integration of Creative and entrepreneurship education and

professional education, and it is more conducive to improving the success rate of entrepreneurial projects.

The on-campus practice platform of Chinese universities is mainly launched through various Creative and entrepreneurship competitions. The results of the competitions will directly affect the credits and scholarships of students. The competition will stimulate students' enthusiasm for Creative and entrepreneurship, and will play a role in promoting the combination of Creative and entrepreneurship education and professional education. However, compared with American universities, Chinese universities, companies and governments have not established effective communication channels, and there is also a lack of effective linkage between universities and incubation bases. This results in a lack of funds and other resources in the Creative and entrepreneurship competition projects, forcing entrepreneurial projects to stay at the planning level. At the same time, Chinese universities have not yet formed an in-depth cooperation mechanism with industry enterprises and the market, and there is a lack of openness, cooperation, integration, and sharing mechanisms between universities and enterprises and the market.

Compared with American universities, what China lacks is Creative and entrepreneurship service institutions that can effectively interact with universities, governments, and enterprises, and use this as a hub to further improve the cooperation between universities, enterprises, and the market.

4. THE ENLIGHTENMENT OF THE INTEGRATION OF CREATIVE AND ENTREPRENEURSHIP EDUCATION AND PROFESSIONAL EDUCATION IN AMERICAN UNIVERSITIES ON CHINESE UNIVERSITIES

4.1. Creative and Entrepreneurial Concept Change

Chinese colleges and universities should deeply understand that the current Creative and entrepreneurship education is a kind of teaching concept and model that is produced to meet the needs of economic society and national development strategies. Chinese colleges and universities urgently need to change their educational concepts. College education is not only to impart basic professional knowledge, but also to focus on cultivating college students' entrepreneurial skills and innovative spirit. Only by effectively integrating Creative and entrepreneurship education with professional education can more students participate in entrepreneurship. Only when colleges and universities attach importance to Creative and entrepreneurship education and act consciously, can they cultivate more innovative and leading talents for China.

4.2. Improve the Integration System of Creative and Entrepreneurship Courses and Professional Courses

Chinese universities need to strengthen the diversified and multi-level design of integrated education courses. First of all, the integrated curriculum design needs to be carried out based on the individual differences, majors, levels and abilities of the students, and different purposes needs to be set in a targeted manner to enhance students' participation and enthusiasm, so that students' practical ability can be further strengthened. Second, the curriculum can be carried out across majors, disciplines, and colleges, and the elements of Creative and entrepreneurship education can be integrated into professional education courses. Finally, the establishment of an educational achievement evaluation system that integrates courses, and continuously improve the curriculum system based on this.

4.3. Building a Team of Capable Entrepreneurial Teaching Teachers

Chinese universities must start from the actual conditions of students and schools, integrate and introduce more social resources, and create a team of capable, innovative and entrepreneurial teachers that can combine theory and practice. Colleges and universities can incorporate the recruitment of innovative and entrepreneurial teachers into the school's talent development strategy, put forward a clear teacher training plan, and formulate a targeted selection mechanism for innovative and entrepreneurial teachers, and focus on cultivating teachers' awareness of Creative and entrepreneurship and the ability to practice entrepreneurship. In addition, colleges and universities can cooperate with entrepreneurs and social organizations to introduce external part-time talents to form a team of dual-qualified teachers with scholars and entrepreneurs.

4.4. Improve the Construction of Creative and Entrepreneurship Practice Platform

Chinese colleges and universities need to actively cooperate with the government and enterprises, and establish college Creative and entrepreneurship bases. Fully grasp the favorable opportunities of national policies, and rationally use various national policies and resources for Creative and entrepreneurship education to provide college students with an innovative and entrepreneurial practice platform integrating teaching, research and practice. Colleges and universities unite enterprises and social capital to jointly create a service platform for college students' entrepreneurship, and provide funding, technology, intelligence, policy consultation, legal assistance and other support and assistance to entrepreneurial students.

5. CONCLUSION

There are still many shortcomings in the integration of Creative and entrepreneurship education and professional education in China, and it is difficult to form a complete education system. The analysis based on the above aspects is mainly reflected in the inadequate understanding of Creative and entrepreneurship concepts in Chinese universities, the single and limited role of curriculum integration, the insufficient professionalism of the teaching staff and the lack of practical experience, and the insufficient combination of Creative and entrepreneurship platforms and social resources. Therefore, at this stage, Chinese universities need to learn from the successful experience of the integration of American Creative and entrepreneurship education and professional education to improve China's Creative and entrepreneurship education.

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