

Practical Exploration on the Integration of Innovation and Entrepreneurship Education and Professional Education for Business Talents in Chinese Universities — Taking N University as an Example

Xueyan Li^{1,*}

¹ Ningbo Tech University, Ningbo, Zhejiang 315100, China

*Corresponding author. Email: tracymail0417@163.com

ABSTRACT

In the cultivation of business talents in China, professional education and innovation and entrepreneurship education are independent from each other, and it is difficult to form a force for mutual promotion. The integration of innovation and entrepreneurship education and professional education is still in the exploratory stage. There are still many problems in the construction of the curriculum system, the introduction and training of teachers, and practical training. In particular, the transformation of innovation and entrepreneurship projects is a key issue for innovation and entrepreneurship education. The "four in one" integrated education model built by the business department of N University has promoted the transformation of innovative and entrepreneurial projects into actual results that meet social needs, and a series of reform experience in the integration of innovation and entrepreneurship education and professional education has been formed.

Keywords: *Integration of innovation and entrepreneurship education and professional education, Business talents, Practical exploration.*

1. INTRODUCTION

In the past, the cultivation of business talents in China often only focused on professional knowledge education, lacking innovation and entrepreneurship education. With the employment difficulties for college students, Premier Li Keqiang put forward the slogan "promoting mass entrepreneurship and innovation" in 2015, and emphasized the importance of innovation and entrepreneurship education. In the same year, the State Council issued the "Implementation Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities" (GFB [2015] No. 36), requiring universities across the country to carry out innovation and entrepreneurship education reform. Innovation and entrepreneurship education has begun to get attention in the training of talents in

colleges and universities, but it is still in the position of continuation education (Chen Wenjuan et al., 2012) [1]. It is independent from professional education, and it is difficult to form a mutual promotion force. There are also many studies on how to promote the organic integration of the two (such as Wu Fangpeng, 2015 [2]; Lai Jingjing, 2020 [3]; and Li Dan, 2020 [4]). In 2018, the Ministry of Education further proposed the integration of innovation and entrepreneurship education and professional education. Since the proposal of the integration of innovation and entrepreneurship education and professional education, "the integration of innovation and entrepreneurship education and professional education" has gradually been in the field of education research. For example, Chen Shouhui et al. (2019) [5] and Ma Jun (2020) [6] discussed the curriculum construction of integrating innovation and entrepreneurship education into professional

education. Viewing the model of integrating innovation and entrepreneurship education and professional education for China's business talents, it is still in the exploratory stage. And there are still some colleges and universities that have made reforms in this area, especially in promoting the transformation of students' achievements.

2. MAIN PROBLEMS IN THE INTEGRATION OF INNOVATION AND ENTREPRENEURSHIP EDUCATION AND PROFESSIONAL EDUCATION IN CHINA

There are three main problems in the integration of innovation and entrepreneurship education and professional education in China.

2.1 The Phenomenon of Professional Education Being Out of Touch with Innovation and Entrepreneurship Education Is Obvious

The key to the integration of innovation and entrepreneurship education and professional innovation lies in the deep integration and virtuous circle of "innovation and entrepreneurship" and "teaching". Professional education is the support of innovation and entrepreneurship education, and innovation and entrepreneurship education is an important extension of professional education. However, in the Chinese training for business talents, professional education and innovation and entrepreneurship education are not effectively integrated, and the problem of disconnection is serious. Business education usually pays attention to the imparting of professional knowledge, and the curriculum system is designed around several modules, such as general education, language education, mathematics education and specialized courses, and some practical courses are added. The innovation education is mainly embodied in the links of internship and graduation thesis. In terms of professional course design, innovation and entrepreneurship education is rarely involved. Many universities have specially set up innovation and entrepreneurship colleges, but they do not recruit students individually or connect with professional education training programs. They only conduct innovation and entrepreneurship training and entrepreneurship competition guidance. The phenomenon of professional education being

out of touch with innovation and entrepreneurship education is obvious.

2.2 The Difficulty in the Transformation of the Achievements of Student Innovation and Entrepreneurship Project Is Serious

Although the training models of innovative and entrepreneurial talents in Chinese colleges and universities are emerging one after another, they are still in the exploratory stage. There are still many problems in the curriculum construction, the introduction and training of teachers, and practical training. Especially, the transformation of innovative and entrepreneurial projects is the key issue in innovation and entrepreneurship education. In the cultivation of business talents, the emphasis is on cultivating students' thinking ability and innovative consciousness, which are embodied in students' essays, subject competitions, etc. As for whether their innovative and entrepreneurial ideas can be transformed into entities, and how to transform them into entities, it is precisely the part that business professional education lacks. Generally, students find their own tutors and participate in the National Innovation and Entrepreneurship Competition Among College Students. The tutors and students form a project team. Even if they successfully win awards, many entrepreneurial projects are put on the shelf due to the lack of guidance and financial support for project implementation and transformation.

2.3 There Is a Lack of Double-qualified Tutors with Both Professional and Entrepreneurial Expertise

The level of teachers required by the training of Chinese business talents is getting higher and higher, which is mainly reflected in the high degree of education. Regardless of whether it is a research-based university or an application-oriented university, the professional teachers are required to at least have a doctoral degree, but the proportion of doctoral students with corporate and entrepreneurial experience is very low, and there is a shortage of dual-qualified tutors with ability of entrepreneurial guidance and professional guidance. Objectively, this leads to difficulties in the integration of professional education and innovation and entrepreneurship education.

3. PRACTICAL EXPLORATION OF THE INTEGRATION OF PROFESSIONAL EDUCATION AND INNOVATION AND ENTREPRENEURSHIP EDUCATION IN APPLIED UNIVERSITIES — TAKING N UNIVERSITY AS AN EXAMPLE

N University has explored and created a business talent training model that integrates professional education and innovation and

entrepreneurship education, and created a full-chain training model of "all coverage of classroom teaching — participation in training competitions — providing platforms — support for incubation of results", promoting the transformation of innovative and entrepreneurial projects into the actual results that meets the needs of the society, setting up a bridge between the training of business talents in universities and the needs of the society, and realizing the deep integration of professional education and innovation and entrepreneurship education. ("Figure 1")

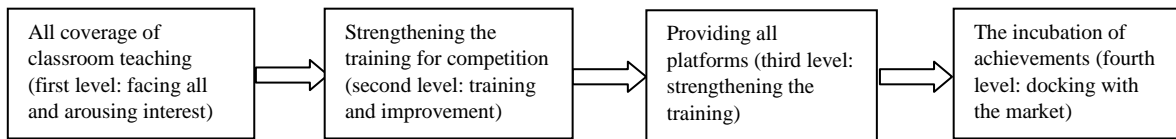


Figure 1 System of "professional education and innovation and entrepreneurship education" for business talents.

3.1 All Coverage of Classroom Teaching

The creative consciousness can be trained in the classroom, and theoretical courses should be offered for all students in all majors, forming a training system of "theory + practice", which is consisted of "public elective courses + professional courses + competition". The quality development course, the innovation and entrepreneurship course, is set up for 6 credits, accounting for 50% of the credits for the quality development courses. The innovation and entrepreneurship modules are added to the initial vocational education and professional introduction courses, MOOC classrooms, interactive discussion classrooms, and scientific innovation and practice courses are built. The blended teaching model of "three classes" are explored, taking into account "theory + practice", and improving the curriculum system.

3.2 Participating in Training and Competitions

The "Innovation and Entrepreneurship Training Program for College Students" has been implemented, and there is a person responsible for the innovation and entrepreneurship education, overall planning and coordination of various innovation and entrepreneurship competitions. With the cooperation among learning industrial production, academic affairs, majors, teachers, and entrepreneurial tutors, the diversified practical

teaching integrating professional basic training, innovation and entrepreneurship training and subject competitions has realized, meeting the college students' new needs of innovation and entrepreneurship education. And a batch of outstanding innovation and entrepreneurship competition works have been created.

3.3 Providing All Platforms

The maker space, a large platform, and business incubation space are built, and innovation and entrepreneurship education should be started from the carrier. In order to promote the transformation of innovative and entrepreneurial ideas, the entrepreneurial practice platforms such as cafes in square, truck cafes, lattice shops, and flower shops have been established in the campus, and the innovative and entrepreneurial practice bases are established with leading companies. In addition to cultivating innovative and entrepreneurial projects with various national and provincial projects as the carrier, N University also adheres to the idea of collaborative work, strengthens cooperation with the government and social institutions to establish a platform, and provides innovative and entrepreneurial projects for college students.

3.4 *Providing Support for the Incubation of Achievements*

SRTP competition and training project is established. Every year, 15 outstanding projects are selected to provide the foundation for project upgrading and transformation. With the linkage of "in-school + off-campus" teachers, 10 entrepreneur, entrepreneurial mentors and career development mentors are invited to the campus to form a team of innovation and entrepreneurship tutors that integrates both inside and outside the school, academics and practice, and innovation and entrepreneurship. It is suggested to cooperate with local governments to obtain support from policies, funds, venues, and the environment to form a situation of "school education, government support, and enterprise assistance".

4. THE MAIN RESULTS OF THE MODEL INTEGRATING PROFESSIONAL EDUCATION AND INNOVATION AND ENTREPRENEURSHIP EDUCATION IN N UNIVERSITY

Through three years of practical exploration, N University has achieved remarkable results in creating an integrated education model. The training system has been gradually improved, the results of competitions have increased year by year, and the transformation of results has been obvious.

4.1 *The Number of Student Competition Awards Has Increased Significantly*

In the past three years, it has won more than 150 innovation and entrepreneurship competitions at or above the provincial level and established cross-border e-commerce innovation and entrepreneurship training bases to serve students' innovation and entrepreneurship. More than 80 lectures on innovation and entrepreneurship were held, successfully helping to incubate entrepreneurial organizations and business entities.

4.2 *Student Entrepreneurship Incubation Has Achieved Remarkable Results*

First, the number of entrepreneurs has increased significantly. Since 2015, the number of business talents of N University who choose to start a business each year has been 9 people, 10 people, 11 people, 20 people, and 26 people, and the number

of entrepreneurs and the proportion have increased year by year. Second, the quality of entrepreneurship has been significantly improved. In the practice of innovation and entrepreneurship education, entrepreneurial organizations such as charity shops have established a district-level charity organization — Yinchao Elderly Service Center (Ningbo), with the support of government funds, and won a number of financing and charity awards.

4.3 *The Students' Theoretical Achievements Are Transformed in an Orderly Manner*

A complete set of student innovation and entrepreneurship papers and books have been formed. At present, 8 books, such as "Entrepreneurship World — Workplace", "Entrepreneurship World — Foreign Trade Practice", "E-commerce — Entrepreneurship Dream" have been published with business students as the main authors. Students transformed the results of innovative and entrepreneurial projects into 31 published papers. At the same time, the faculty's ability has been continuously improved, and 14 papers related to innovation and entrepreneurship education and professional education have been published, and 13 provincial and municipal education planning projects have been awarded.

5. CONCLUSION

Against the background of the new era, the integration of innovation and entrepreneurship education and professional education is a key way to promote the transformation of innovation and entrepreneurship education from the status of amateur education. It must be carried out through the comprehensive docking of training programs, the integration of innovation and entrepreneurship education and professional education, and the full participation of all kinds of teachers. At the same time, it is necessary to combine the power of the government and enterprises to help students realize the transformation of theoretical results and the implementation of entrepreneurial projects. Based on the training goals of high-level applied business talents, national strategies, the needs of serving the local areas, and the integration of innovation and entrepreneurship education and professional education, the new paradigm of innovation and entrepreneurship education that systematically integrates the market and schools, entrepreneurs,

maker platforms, competitions, etc. has been formed, namely, a "full-coverage, multi-module, three-level" system. It has achieved remarkable results in the integration of innovation and entrepreneurship education and professional education, especially in the transformation of students' achievements.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Xueyan Li.

REFERENCES

- [1] Chen Wenjuan, Yao Guanxin, Ren Zezhong. Incorporating innovation and entrepreneurship education into the classroom teaching system of colleges and universities [J]. *China Higher Education*, 2012 (2): 44-45. (in Chinese)
- [2] Wu Fangpeng. Discussion on the Cultivation Model of Entrepreneurship and Innovation for Undergraduates in Applied Universities [J]. *Chinese Journal of Education*, 2015 (S2): 278-279. (in Chinese)
- [3] Lai Jingjing. Thinking and research on the integration of innovation and entrepreneurship education into professional education [J]. *Shanghai Business*, 2020 (12): 109-111. (in Chinese)
- [4] Li Dan. Research on the integration of innovation and entrepreneurship education and professional education in colleges and universities [J]. *University Education*, 2020 (4): 32-34. (in Chinese)
- [5] Chen Shouhui, Zhang Wei, Li Xia, etc. Exploration and Analysis on Curriculum Construction and Assessment Method Reform of "Innovation and Integration" [J]. *The Theory and Practice of Innovation And Entrepreneurship*, 2019 (10): 30-31. (in Chinese)
- [6] Ma Jun. Research on Innovation and Entrepreneurship Teaching Method Reform of Integrating Innovation and Entrepreneurship Education into Professional Education — From the perspective of Finnish Innovation and Entrepreneurship Education [J]. *Henan Education (Higher Education)*, 2020(6): 44-47. (in Chinese)