



Research on the Integration of Innovation and Entrepreneurship Education and Professional Education in Finance and Economics Majors in Colleges and Universities

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Abstract. Against the background of higher education reform, the in-depth integration of innovation and entrepreneurship education and professional education in colleges and universities has entered a new stage. As an important part of the higher education system, finance and economics majors undertake the task of cultivating high-quality financial and economic talents to promote economic innovation and support social development. Therefore, cultivating interdisciplinary talents with both solid professional knowledge and innovative thinking through the organic integration of innovation and entrepreneurship education and professional education has become an important task for colleges and universities. Based on this, this paper mainly discusses the internal mechanism and practical paths of the integration of innovation and entrepreneurship education and professional education in finance and economics majors.

Keywords: Finance and Economics Majors; Innovation and Entrepreneurship Education; Professional Education; Integration Paths

1 Introduction

The integration of innovation and entrepreneurship education with professional education in finance and economics is underpinned by a profound internal logic. Firstly, the two types of courses share natural connections in teaching objectives, content, and methods, as both aim to enhance students' professional competence and comprehensive qualities, laying a foundation for integration. Secondly, both emphasize the central role of students, fostering interactive teaching models that encourage active exploration and application of knowledge through practice. Finally, this integration requires multi-party collaboration to integrate internal and external resources and establish a synergistic education mechanism, providing systematic support for cultivating high-quality, interdisciplinary financial talents.

2 Internal Mechanism of the Integration of Innovation and Entrepreneurship Education and Professional Education in Finance and Economics Majors

First, the two types of curriculum elements are interrelated. The integration of innovation and entrepreneurship education and professional education in finance and economics majors is not a simple superposition of two courses, but an organic integration of the whole links such as teaching objectives, teaching contents and teaching evaluation of the two courses, forming an integrated whole from the originally isolated and scattered curriculum elements. The correlation between professional education and innovation and entrepreneurship education is reflected in many aspects. The two share consistent teaching objectives, both aiming to improve students' professional ability and comprehensive ability. There are a large number of overlapping knowledge points in their teaching contents, and both teaching methods need to combine theory and practice. They both serve the goal of cultivating talents with high comprehensive quality and professional level. This natural correlation lays a solid foundation for their in-depth integration^[1].

Second, both courses need to give full play to students' subjective role. Constructivist cognitive theory holds that the essence of education is to promote the development of individual experience, which emphasizes stimulating students' subjectivity and guiding students to take the initiative to explore and discover knowledge through learning by doing. Under the guidance of this theory, both innovation and entrepreneurship courses and finance and economics professional courses are based on students' existing professional knowledge and practical experience, create real learning situations, build collaborative communication platforms, and form an interactive teaching mode between teachers and students, so that students can master flexible methods of applying knowledge and promote the improvement of their comprehensive abilities.

Third, multi-party collaboration provides a guarantee for their integration. Both innovation and entrepreneurship education and finance and economics professional education are complex systematic projects that require systematic thinking to integrate resources and form joint forces. The integration of the two can promote the collaboration of multiple educational subjects, clarify the responsibilities of each participant, improve the resource sharing mechanism, integrate internal and external teaching resources and practical platforms, and mobilize schools, enterprises, society and other parties to participate in the cultivation of finance and economics talents.

3 Integration Paths of Innovation and Entrepreneurship Education and Professional Education in Finance and Economics Majors

3.1 Renewal of Teaching Concepts

Teaching concepts determine the talent cultivation direction of the integration of innovation and entrepreneurship education and professional education, and provide a basis for the formulation of educational objectives and the implementation of educational strategies. Innovation and entrepreneurship education in colleges and universities is an independent and complete teaching system, which not only imparts entrepreneurial knowledge to students, but more importantly, cultivates students' innovative thinking and entrepreneurial spirit. Its integration with professional education breaks the boundaries between disciplines and further improves the integrity and systematicness of talent cultivation.

As a forefront position for knowledge imparting and talent cultivation, colleges and universities rely much more on knowledge capital and technological innovation than other fields, especially in the education of finance and economics majors and innovation and entrepreneurship. Therefore, their integration should start from the characteristics of finance and economics majors and extend entrepreneurial exploration around professional knowledge. The optimization of teaching concepts needs to be promoted step by step. University administrators and relevant persons in charge of finance and economics majors should carry out top-level design, renew school-running concepts, improve teaching management systems, guide teachers to change teaching concepts, and fully integrate innovation and entrepreneurship education into the whole process of daily professional education, including educational system and teaching contents, so that advanced teaching concepts can be truly implemented.

3.2 Construction of a Scientific Integrated Education System

3.2.1 Improvement of the Theoretical Teaching Mode.

Against the background of the development of new quality productive forces, finance and economics majors need to break the restrictions of traditional disciplinary boundaries, deeply integrate cutting-edge technologies with professional education and innovation and entrepreneurship education, and integrate contents such as digital financial innovation and blockchain application in finance and economics into each teaching unit of core courses. According to the application scenarios of big data and artificial intelligence in the field of finance and economics, the setup of professional elective courses should be adjusted, and practical contents such as big data financial analysis and artificial intelligence risk control should be introduced to broaden students' knowledge vision. Innovative thinking training and scientific and technological ethics education should be integrated into general education to guide students to establish innovative awareness.

Layered curriculum design should be adopted according to the cognitive development rules of students majoring in finance and economics. In the freshman year, innovative awareness should be cultivated mainly through general education courses and industry special lectures, so that students can understand the innovative directions and industry demands in the field of finance and economics. In the sophomore and junior years, real industry operation scenarios or work tasks can be integrated into professional courses, enabling students to solve practical problems with professional knowledge and further improve their professional ability, innovative ability and problem-solving ability. In the senior year, students are mainly encouraged to actively participate in the actual work of enterprises and try innovation and entrepreneurship projects, so as to truly apply theoretical learning to practice and further improve the pertinence and practicality of professional education and innovation and entrepreneurship education^[2].

3.2.2 Deepening the Reform of the Practical Teaching System.

Practical teaching is the key to promoting the in-depth integration of innovation and entrepreneurship education and professional education. Colleges and universities need to deepen practical reform based on their own school-running characteristics to help students better apply theoretical knowledge to practice.

On the one hand, colleges and universities can create school-based projects according to their own internal resources and design diversified practical tasks combined with the characteristics of finance and economics majors. For example, a simulated bookkeeping project can be designed for accounting courses, where students simulate the financial bookkeeping and tax declaration processes of small service enterprises in groups, and independently design simple bookkeeping service packages to improve bookkeeping efficiency. A campus micro-financial consulting project can be designed for finance majors, where students provide basic financial services such as capital planning and small-sum financing for teachers and students on campus using the knowledge of money banking and investment financing they have learned. A cross-border e-commerce simulation project can be designed for international trade majors, through which students can simulate practical businesses such as cross-border store operation, document processing and exchange rate accounting, and even explore low-cost campus cross-border delivery models.

On the other hand, colleges and universities can establish cooperative relations with high-quality enterprises in the industry. Schools and enterprises can jointly build training venues or invite enterprises to participate in the design of school practical courses, providing more opportunities for students to participate in the actual project operation of enterprises. Modern information technology should be given full play in university-enterprise cooperation. Guided by the actual needs of enterprises, an information-based practical teaching platform can be built to design practical tasks combining online and offline modes. For example, accounting majors can enter enterprise financial documents online, and then check the accuracy of practical operation with enterprise financial personnel offline. International trade majors can simulate the background operation of cross-border e-commerce stores online and learn about the actual operation of goods inventory and delivery in enterprise warehouses offline. Finance majors can simulate

investment and financial management operations offline and participate in the discussion and analysis of enterprise financial projects.

3.3 Optimization of Integrated Education and Teaching Contents

To promote the integration of innovation and entrepreneurship education and professional education in finance and economics majors in colleges and universities, it is necessary to further optimize teaching contents, keep up with the development of disciplines, technologies and industries, and dynamically optimize teaching contents according to the demand for talents from enterprises and the characteristics of school finance and economics majors.

On the one hand, more practical teaching contents should be designed to meet the needs of enterprise posts. Colleges and universities should systematically analyze the post skill standards for graduates of finance and economics majors, sort out the knowledge and skills needed for students' innovation and entrepreneurship, design more practical teaching contents with reference to conventional industry tasks, and find a balance between students' basic ability training and personalized development. Practical teaching cases can be introduced in class. For example, in financial management courses, cases of fund planning for start-ups can be used to help students understand the basic knowledge of budget formulation and cost control, laying a foundation for the fund application of subsequent entrepreneurial projects. In economic law courses, practical scenarios such as entrepreneurial entity registration and cooperation agreement drafting can be integrated, so that students can understand the legal requirements related to entrepreneurship and master the methods of avoiding legal risks. In basic economics courses, the income and expenditure of small business projects can be analyzed to optimize business plans^[3].

On the other hand, it is necessary to keep up with the development trends of the country, industry and technology to realize dynamic adjustment of contents. Schools and teachers should pay close attention to changes in national policy orientation, market development trends and technology development directions, and supplement the latest contents to courses in a timely manner. For example, relevant policies of grassroots financial services can be introduced into finance courses to help students understand entrepreneurial directions related to serving rural areas and small and micro enterprises. Digital transformation policies such as intelligent bookkeeping and tax digitization can be integrated into accounting courses to guide students to explore financial and tax service innovation. International trade and cross-border e-commerce courses can supplement methods for compliant entrepreneurship of small foreign trade enterprises and simplified processes for cross-border e-commerce entrepreneurship in ASEAN. In addition, emerging technologies should be introduced into classroom teaching contents, such as the operation of intelligent financial tools and online accounting processing examples, or the application of intelligent technologies in risk judgment and business handling in insurance courses, so as to help students broaden their thinking and innovate service forms in the follow-up entrepreneurship process^[4].

3.4 Optimization of the Integrated Education Evaluation System

The integration of innovation and entrepreneurship education and professional education in finance and economics majors in colleges and universities needs to further optimize the evaluation system, which can not only evaluate the development of students' comprehensive abilities, but also feedback the problems existing in integrated education and make continuous improvements. Specifically, the optimization of the evaluation system can be carried out from the following aspects.

First, incorporate innovative literacy into the students' comprehensive quality evaluation mechanism, focus on indicators such as students' entrepreneurial success rate, project profitability and achievement transformation effect, add innovation and entrepreneurship credits to the professional education evaluation system, and clarify that credit attainment is a necessary condition for graduation. Establish an independent learning integral incentive system to quantify students' practical performance into corresponding integrals. The integrals are not only used for scholarship evaluation and merit assessment, but also serve as key content in the students' comprehensive quality evaluation report upon graduation.

Second, improve the teachers' teaching evaluation and incentive mechanism to promote the implementation of the integration of innovation and entrepreneurship education and professional education. The evaluation of teachers includes teaching process, teaching methods and teaching achievements, especially the transformation of teaching achievements. A comprehensive analysis and evaluation should be carried out on teachers' project guidance ability, resource integration ability, ability to combine teaching with industry, and ability to combine theory with practice. Colleges and universities should grant teachers greater professional autonomy, attach importance to teachers' teaching value and social service value, include innovation and entrepreneurship training in the workload of professional education, provide more institutional and financial support, and commend outstanding teachers to fully stimulate teachers' enthusiasm.

Third, improve the quality evaluation and feedback mechanism. A two-way information channel should be built through a scientific feedback mechanism. Schools should collect and sort out diversified evaluation data to identify weak links in teaching in a timely manner. Introduce peer review, enterprise feedback, social evaluation and other methods, and use big data, artificial intelligence and other technologies to improve the timeliness and accuracy of evaluation feedback, forming a virtuous circle to guide teachers to continuously optimize teaching according to feedback information^[5].

4 Conclusion

In short, the integration of innovation and entrepreneurship education and professional education in finance and economics majors is an inevitable requirement of higher education reform and an important means to cultivate interdisciplinary financial and economic talents. The effective integration of the two breaks the boundaries of traditional professional education and improves the practicality of finance and economics teaching. In the future, colleges and universities need to keep up with the requirements of

industrial development, continuously optimize the integration mode of the two, and deliver more high-quality innovative financial and economic talents for the society.

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