

Study on Curriculum Construction of Integrating Innovation and Entrepreneurship Education with Professional Education

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Abstract— In order to solve the transformation of innovation and entrepreneurship education and professional education from 'two skins' to organic integration, this paper is based on the theory of symbiosis, taking the curriculum as a symbiosis unit of innovation and entrepreneurship education and professional education, according to the symbiosis in the symbiotic unit. The degree of closeness has formed an integrated relationship between innovative entrepreneurship education and professional education, and the integration of symbiosis and symbiosis; how to carry out curriculum construction under different symbiotic relationships, and the symbiotic environment and safeguard measures for curriculum implementation Analyze.

Keywords—Innovation and entrepreneurship education, Professional education, Curriculum construction

I. INTRODUCTION

Under the background of economic transformation and upgrading and innovation-driven development, "mass entrepreneurship and innovation" has become the theme of the times and the strategic decision of the country. The level and effectiveness of innovation and entrepreneurship education in colleges and universities are not only related to the development of higher education and the improvement of the quality of personnel training, but also to the realization of national strategic goals. In recent years, the state has always attached great importance to the innovation and entrepreneurship education of colleges and universities, and clearly put forward that deepening the reform of innovation and entrepreneurship education in colleges and universities is a new force for cultivating "mass entrepreneurship and innovation", and is an urgent need to accelerate the implementation of innovation-driven development strategies. It is also the current and future. An important part of promoting comprehensive reform of higher education in one period. In order to thoroughly implement the "Implementation Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions" (Guo Ban Fa [2015] No. 36), Shaanxi Province implements the requirements of the Provincial Education Work Conference and promotes the implementation of innovation and entrepreneurship education in higher education institutions. The Opinions of the Plan (Shaanjiao Gao [2016] No. 4) document, during the "Thirteenth Five-Year Plan" period, the Shaanxi Provincial Department of Education will select and construct 100 pilot schools for innovation and entrepreneurship education reform, and explore the establishment of "innovation + incubator for colleges and universities". + Innovative entrepreneurship education model of talent training, build a good ecology of innovation and entrepreneurship education, promote students' all-round development, and strive to create a new force of "mass entrepreneurship, innovation".

After a long period of exploration and practice in innovation and entrepreneurship education, Xijing College of Business School was identified as the first batch of innovation and entrepreneurship pilot colleges by the Shaanxi Provincial Department of Education. Under the background of the establishment of the Pioneering Institute of Innovation and Entrepreneurship, perfecting the curriculum and working mechanism of the innovation and entrepreneurship education, reforming the curriculum content and teaching methods, and constructing the application-oriented talent training system of the Pioneering Institute of Innovation and Entrepreneurship has become a major task before us.

II. INTEGRATING INNOVATION AND ENTREPRENEURSHIP EDUCATION INTO PROFESSIONAL EDUCATION IS THE LOGICAL MANIFESTATION OF THE LAW OF TALENT CULTIVATION

Innovation and entrepreneurship education is the sublimation and deepening of talent cultivation and professional education. Innovation and entrepreneurship education cannot be separated from professional education and will become a system of self-conformation. Otherwise, innovation and entrepreneurship education will be separated from professional education. College entrepreneurship innovation education can not be separated from the system framework of talent cultivation, and can not be closed from the professional curriculum. Innovative entrepreneurship education needs to be integrated with professional education. It is necessary to realize the transformation of innovation and entrepreneurship education and professional education from 'two skins' to organic integration. This paper believes that "professional education + innovation and entrepreneurship education" is not only the goal of professional education reform, but also an effective implementation strategy for innovation and entrepreneurship education. The combination of innovative entrepreneurship education and professional education enables

professional education to transcend the traditional model of “discipline-based” and return to the “educational standard”, which can not only improve the enthusiasm of students, but also optimize the allocation of teaching content.

The curriculum is the basic unit of talent training. The classroom is the main position and main battlefield for talent cultivation. Whether it is the professional ability of students or the cultivation of innovative entrepreneurship, classroom teaching is inseparable. Therefore, exploring the curriculum resources construction of the integration of innovation and entrepreneurship education and professional education, through the construction of curriculum resources, to achieve the professional ability and innovation and entrepreneurship ability in the classroom, is the fundamental to promote the development of innovation and entrepreneurship education in colleges and universities. At present, the common problem is the innovation of entrepreneurship education and professional education “two skins”, lack of organic integration. This paper provides a new research perspective and fusion tools based on the “symbiosis theory”.

III. A NEW PERSPECTIVE OF INTEGRATING INNOVATION AND ENTREPRENEURSHIP EDUCATION WITH PROFESSIONAL EDUCATION: SYMBIOSIS THEORY

The word symbiosis comes from biology and refers to the living of different species of organisms. In 1879, the German mycologist De Berry proposed the theory of symbiosis, arguing that symbiosis is a kind of inter-species relationship in which two organisms live together mutually beneficially and depend on each other. The relationship is highly developed. The result of this relationship makes the two sides more adaptable to the environment and common development. Symbiosis is the relationship between symbiotic units in a certain symbiotic environment according to a certain symbiotic pattern. The symbiotic system consists of three basic elements: the symbiotic unit, the symbiotic relationship, and the symbiotic environment. The existence of symbiosis requires a basic symbiotic unit, which is the basic energy and exchange unit of the symbion, and is the basic material condition for the formation of the symbion.

The symbiotic interactions or forms of symbiosis in the symbiotic unit form a symbiotic relationship. The symbiotic relationship is somewhat symbiotic, intermittent symbiosis and integrated symbiosis. The symbiotic relationship does not occur in a vacuum, but is generated and developed in a certain environment. The sum of all factors affecting symbiosis outside the symbiotic unit constitutes a symbiotic environment. The symbiosis theory has been widely infiltrated into many fields such as sociology and management. The symbiosis theory also provides a new perspective and tools for exploring the integration of innovation, entrepreneurship education and professional education.

IV. CURRICULUM RESOURCES CONSTRUCTION OF INTEGRATING INNOVATION AND ENTREPRENEURSHIP EDUCATION WITH PROFESSIONAL EDUCATION

Taking the e-commerce profession as an example, this paper explores the curriculum resources construction of the integration of innovation, entrepreneurship education and professional education according to the theoretical framework of symbiosis theory. The purpose is to make the professional education surpass the “discipline-based” traditional education mode and return to the “educational standard”.

A. *Symbiotic unit of integration of innovative entrepreneurship education and professional education.*

According to the theory of symbiosis, the basis of the fusion of two things is the symbiotic unit, which is the material basis for the existence of the symbiotic relationship. The curriculum is the basic unit of talent cultivation. It should be a symbiotic unit of innovation and entrepreneurship education and professional education. The integration of the two in the curriculum should achieve the symbiosis of the curriculum objectives, the symbiosis of the curriculum content and the symbiosis of the teaching process.

The objectives of the course are symbiotic. Innovative entrepreneurship education is to cultivate people's sense of innovation, entrepreneurial knowledge and entrepreneurial skills. Professional education is to educate professionals in a certain field. Professional education and innovation and entrepreneurship education have certain goals in the same direction, the same content, and the same path. Therefore, based on the goal of innovation and entrepreneurship education, we can find the integration point with the professional curriculum objectives, form the professional curriculum goal of integrating the innovation and entrepreneurship education goals, and then construct the curriculum resources according to the professional curriculum objectives.

Taking the “Network Marketing and Planning” course in the e-commerce profession as an example, the ability objectives of the curriculum can be integrated into the ability of grasping market opportunities, enterprise management ability and financial management ability of innovation and entrepreneurship education, and incorporating taxation and corporate regulations into the knowledge objectives. In addition, incorporate innovative creative thinking, strong initiative and positive attitude in the quality objectives. Form a new curriculum development goal that includes the goals of entrepreneurship education. See Table 1.

TABLE 1 INNOVATIVE ENTREPRENEURSHIP EDUCATION AND E-COMMERCE PROFESSIONAL EDUCATION GOAL INTEGRATION

Innovation and entrepreneurship education goals	Innovative entrepreneurship education goal decomposition	Innovation and entrepreneurship education and professional education integration	Course goal decomposition	Course objectives	Professional education goals
	Innovation consciousness	Consciousness of innovation and entrepreneurship	Rely on professional entrepreneurial consciousness	Quality target	
	Risk awareness		Awareness of website design innovation		
	Entrepreneurial subject consciousness		Marketing planning and innovation consciousness		
	Sense of opportunity		Awareness of opportunities for industry development		
	Consciousness of resource integration			
	Self-improvement and self-confidence		Quality of innovation and entrepreneurship		
	Participation and cooperation spirit	Ability to cooperate and team work			
	Professionalism and professionalism	Resistance to frustration			
	Endure hardship and face setbacks			
	Strategic management skills	Innovation and entrepreneurship skills	Professional competence	Ability to target	
	Human resource management skills		Ability to communicate and collaborate		
	Financial management skills		Presentation skills		
	Risk management skills		Knowledge application ability		
	Market analysis skills		Problem analysis ability		
	Marketing skills			
	Legal knowledge	Innovation and entrepreneurship knowledge	Economic laws and regulations	Knowledge of the target	
	Financial knowledge		Financing and taxation		
	Professional knowledge			

The symbiosis of the course content and the symbiosis of the teaching process. At present, the content of applied technology university courses breaks the disciplinary system, reconstructs the course content according to professional needs, and the teaching content realizes projectization. The teaching method is driven by projects and tasks. The completion of a teaching project is a process of entrepreneurship. For example, the e-commerce professional "Network Marketing and Planning" course, the content of the course is a project "XX product marketing planning and promotion", consisting of a large project and multiple sub-projects. The teaching process is organized by students in groups, and each group conducts market research, planning, implementation, and cost analysis. In this process, students learn the knowledge and skills of network marketing planning on the one hand, and learn the knowledge and skills of business management such as business management, teamwork, cost analysis, etc. on the other hand. The curriculum content and teaching process have realized professional education and Innovative entrepreneurship education integrates symbiosis.

B. Innovative Entrepreneurship Education and Professional Education Merge Symbiotic Relationship.

The symbiosis theory holds that two things are symbiotic in the symbiotic unit, and are divided into three types: integrated symbiosis, intermittent symbiosis and point symbiosis according to the density of the relationship.

Integrated symbiosis. Integrated symbiosis refers to the mutual assistance of symbionts, deep integration into an organism, and the highest stage of symbiotic relationship. The courses in professional education are divided into professional basic courses and professional skills courses. Some courses, especially professional skills courses, such as "Network Marketing and Planning", facilitate project transformation and form a project-oriented and task-based teaching method. The teaching process is not only professional. The learning process of knowledge and professional skills is also an innovative and entrepreneurial process. The integration of innovation and entrepreneurship education and professional education is closely integrated into one.

Intermittent symbiosis. Intermittent symbiosis refers to the symbiosis of the symbiotic body when it matures, but the persistence is not strong and the maturity is intermittent. Due to the content characteristics, some courses in professional education cannot integrate the professional education and the innovation and entrepreneurship education. They can only infiltrate the innovation and entrepreneurship education by simulating the enterprise situation at a certain time and a certain chapter of the course. These courses form intermittently. Integration course. For example, in the "Website Construction and Web Design" course in e-commerce, it is difficult to form a large project to simulate enterprise entrepreneurship in the whole process, but it can create certain situations according to the skills and knowledge points in the course, and simulate the

corporate department to undertake webpage art and static. The form of web page production implements the integration of professional education and innovation and entrepreneurship education intermittently.

Point symbiosis. Point symbiosis refers to a parasitic relationship in symbiosis, in which one side is dominant and the other side (parasitic side) is a very symbiotic relationship. Some courses in professional education are difficult to integrate or intermittently integrate with innovation and entrepreneurship education because of theoretical and fundamental reasons. However, there are individual knowledge points and skill points in these courses that can be used for innovation and entrepreneurship education through a teaching design. A certain awareness and quality education is integrated into it, and we call these courses a point symbiosis course. For example, in the "Economics" course of e-commerce, we can conduct market analysis on a certain product when we talk about market theory, and at the same time integrate into the analysis of the market and the ability to grasp the opportunity. The integration of innovative and entrepreneurial education in these courses into professional courses requires teachers to have a good concept and awareness of innovative entrepreneurship education.

C. The Symbiotic Environment of the Integration of Entrepreneurship Education and Professional Education.

The sum of factors outside the symbiotic unit and the symbiotic relationship constitutes a symbiotic environment. Because the relationship between symbiotic units does not occur in a vacuum, but occurs and develops in a certain environment, a positive symbiotic environment plays an active and positive role in the symbiosis. A negative symbiotic environment inhibits symbiotic relationships. The symbiotic environment of innovation and entrepreneurship education and professional education refers to the implementation conditions of the symbiosis course. The curriculum of innovation and entrepreneurship education and professional education integration is a project-oriented teaching. Therefore, the curriculum implementation should be based on the project-based curriculum construction integration classroom and training room. The integrated classroom can not only teach but also conduct business operations, allowing students to engage in professional learning in the atmosphere of business operations, and achieve professional education and innovation and entrepreneurship education. For example, the e-commerce profession has established a school-enterprise joint training experimental center, and introduced practical projects to carry out practical training to enhance students' professional ability and entrepreneurial ability. "Network Marketing and Planning" course teaching process, teachers and students jointly rely on the enterprise projects undertaken in the training room, through the market research, network promotion and other professional practices, to achieve the integration of professional education and innovation and entrepreneurship education. Introducing real-world projects into the classroom, while cultivating students' professional skills, they can also cultivate students' market insight and ability to seize opportunities. Through the enterprise into the campus, the studio into the profession, the project into the classroom to form a teaching environment of professional education and innovation and entrepreneurship education symbiosis.

V. SAFEGUARD MEASURES FOR THE INTEGRATION OF INNOVATIVE ENTREPRENEURSHIP EDUCATION AND PROFESSIONAL EDUCATION

A. Innovative Entrepreneurship Education Embedded In Professional Education Requires Innovative Curriculum System Setting.

Innovative entrepreneurship education embedded in the professional curriculum knowledge module system refers to the creation or integration of innovative and entrepreneurial teaching content according to professional characteristics in the professional teaching system, mining and enriching the innovative and entrepreneurial educational resources of professional courses, changing the traditional innovation and entrepreneurship education curriculum. Innovative entrepreneurship education elements are added to the professional course teaching process, so that students can acquire comprehensive and practical innovation and entrepreneurship education while receiving professional course knowledge. Innovative entrepreneurship education embedded in the professional curriculum system should be comprehensive and multi-level, including public basic platform courses, subject-based platform courses, professional platform courses and practical teaching systems, etc., should pay attention to the combination of the two and the organic, to achieve theoretical courses and The mutual improvement of practical teaching.

Innovative entrepreneurship education embedded professional courses should also be designed according to the content of the curriculum and classroom teaching. For example, the "Management" course can study the impact of government policies on entrepreneurship as a teaching content, analyze the public policy support elements of successful entrepreneurship or evaluate the performance of entrepreneurship. The government should increase encouragement to explore new approaches to innovation and entrepreneurship education that are regional and brand-oriented. Based on the comprehensive and systematic embedded teaching of innovation and entrepreneurship education, the design of teaching content should be combined with innovative entrepreneurial knowledge to reasonably arrange classroom content, explore the design of a comprehensive curriculum system, avoid the individuality of the curriculum, and improve the fit of the curriculum. In the teaching content, it is advisable to adopt a modular structure. From the optimization of knowledge structure and the cultivation of ability to focus on, construct a curriculum system consisting of platform courses, course groups and practice modules, highlight the complementary principles combined with subject professional education, and realize innovation and entrepreneurship. The deep integration of education and professional education.

B. Innovative Entrepreneurship Education Embedding Professional Education Needs Innovative Teaching Methods.

Classroom teaching should focus on the characteristics of student groups and individual development interests, using

research-based teaching, heuristic teaching, and case-based teaching. The autonomy, inquiry and practicality of research-based teaching are conducive to the sensitive detection of new problems and new ways to solve problems; heuristic teaching is conducive to motivating students to actively think, learn to analyze and solve problems and methods; Conducive to the cultivation of knowledge application ability, task management ability and innovative spirit. Actively guide and encourage teachers to carry out theoretical research on innovation and entrepreneurship education, pay attention to the needs of students at different levels in the design of curriculum level, so that students can form multi-channel interactive communication around the theme of entrepreneurship, so that students can learn creative thinking in the seminar, in colorful In the classroom teaching activities, students' innovative spirit and entrepreneurial awareness will be cultivated, and an innovative understanding reflecting the individual style of students will be formed. In the course teaching, you can invite successful people from all walks of life to go to the school to open a theme workshop, conduct innovative and entrepreneurial education through case analysis, and use their personal experience to inspire students to innovate and start a new situation of school and social collaborative education. Enrich the new form of classroom teaching. In practice, colleges and universities can provide a fair, open and free learning environment for students in the form of creative laboratories, comprehensive practice centers, and maker spaces, and support students who are willing to invest in the creative process. Let the willing students fully utilize their personal ingenuity.

C. Innovative Entrepreneurship Education Embedding Professional Education Needs to Improve Support Measures.

Innovative entrepreneurship education embedded in professional education needs to improve relevant safeguard measures. First of all, it is necessary to incorporate innovation and entrepreneurship education into the school system, to establish and improve the working mechanism of the combination of organizational leadership and business guidance mechanisms for innovation and entrepreneurship education, and secondly to enhance the ability of professional teachers to innovate and innovate. Innovative entrepreneurship education puts forward new requirements for the knowledge structure and ability of college teachers. The degree of localization of innovation and entrepreneurship education courses in Chinese universities is relatively low, and there is a serious shortage of excellent teachers with rich entrepreneurial experience. Schools should give strong support from the aspects of textbook preparation, teaching assessment, and financial support. They should actively encourage teachers to carry out theoretical and practical research on teaching reform, explore new tools and methods for curriculum teaching, and form cross-border thinking and knowledge structures. Adopting a multi-combination model that combines knowledge structure and capacity reengineering to continuously improve the ability and level of innovation and entrepreneurship education.

Once again, it is to increase the construction of practical platform facilities. In the construction of practice platforms in schools, promote the sharing of experimental teaching platforms in colleges and universities, driven by the innovative and entrepreneurial training programs of college students, and actively create an innovative and entrepreneurial education atmosphere with various college students' innovation and entrepreneurship competitions, and support the college students' associations to carry out innovative and entrepreneurial practices. Strengthen the construction of campus innovation and entrepreneurship information service network, and establish a system of innovation and entrepreneurship service assistance. In the construction of off-campus innovation and entrepreneurship practice platform, the role of the government, universities, and enterprises will be brought into play, a platform combining schools, social production, education, and research will be established, an innovation and entrepreneurship cluster network will be established, and a startup park and incubator will be created to realize resource sharing and complementary advantages. Jointly promote the development of innovation and entrepreneurship education in colleges and universities.

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