

Research on the Path of Innovative Entrepreneurship Education and Economic Management Professional Courses Education Integration

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Abstract: Colleges and universities undertake the important mission of cultivating innovative and high-quality talents for the country. Cultivating college students' awareness, thinking, and abilities of innovation and entrepreneurship needs to be integrated into professional courses, using economics and management courses as the starting point to explore the teaching reform path for effective innovation and innovation education: the integration of professional education and innovation and innovation education; Reform and integration of teaching content; exploration and research of realization paths; reform of curriculum evaluation system.

1. Introduction

Introduction

In the new era, the party and the state have put forward new requirements for higher education reform. The strategic goal of building an innovative country will inevitably require colleges and universities to pay full attention to the cultivation of college students' innovative consciousness, innovative spirit and innovative ability. Colleges and universities undertake an important mission in promoting the implementation of innovation and entrepreneurship development strategies, helping to build an innovative country, and cultivating innovative and high-quality talents for the country. Institutions of higher learning need to cultivate high-quality talents with both solid professional knowledge and innovative and entrepreneurial spirit and abilities. This is the proper trend to adapt to the new economic development mode.

my country's colleges and universities have tried to explore innovation and entrepreneurship education in the 1980s, which mainly embodies three typical practices: one is the government-led, through policy guidance and support to promote innovation-driven development strategies, and accelerate the promotion of mass innovation and entrepreneurship; the second is to reform courses The system integrates innovation and entrepreneurship into professional courses; the third is to rely on college student entrepreneurship parks or science parks to use various practical entrepreneurial activities as the carrier to enhance college students' entrepreneurial practice capabilities. [1] These explorations and practices have laid the foundation for the cultivation of innovative and entrepreneurial talents in Chinese universities. However, from the overall effect, the current dual innovation education carried out by Chinese universities has not really integrated into the professional education and teaching system, and schools and teachers still pay more attention Professional knowledge and skills are taught and guided, and entrepreneurship education only stays in the "entrepreneurial activities" of a few people, rather than the "innovative spirit and innovative skills" of the majority. This is a far cry from the country's goal of broadly enhancing the innovative spirit and ability of college students.

Compared with China, the research and development of innovation and entrepreneurship education for college students abroad are relatively mature. Gibb (2007) concluded that one of the important directions of teaching reform in European and American universities is how to effectively integrate innovation and entrepreneurship education into professional education. [2] Among them, Katz (2003) proposed that in order to cultivate innovative talents who are professional and entrepreneurial in universities, it is necessary to incorporate corresponding innovative ideas,

entrepreneurial awareness, and entrepreneurial technology into professional teaching. [3] At the specific implementation level, European and American countries have also summed up a wealth of experience, (Hynes, 1996; Jones and Iredale (2010) concluded: In entrepreneurship education and teaching, knowledge lectures, seminars and exchanges, visits, and examples Teaching methods such as explanations, practical exercises, and simulated entrepreneurship. Huang Zhaoxin (2014) concluded: The integration of entrepreneurial education and professional education in European and American universities has been developed for decades, mainly including magnet mode, mixed mode and radiation mode [4].

Aiming at the outstanding problem that innovation and entrepreneurship education is not really integrated into professional teaching, this article attempts to find an effective integration path. Integration is not equal to the simple addition of the two. It must be truly integrated from form to content. This requires us to “tracing the roots”, from the emergence and development of entrepreneurial education to the transformation of the talent training model triggered by its emergence Exploring the essence of the content of quality education for cultivating innovative talents is the way to achieve the organic integration of the two. Due to the differences in the nature, teaching content, and teaching methods of different disciplines, the paths and modes of the integration of professional education and innovation and innovation are also different. Therefore, this article uses economics and management courses as the starting point to explore a teaching reform path suitable for the integration of economics and management courses with dual innovation education, and cultivate professional economics and management talents with innovative and entrepreneurial thinking and abilities.

The research on the teaching reform of double innovation integration around economics and management courses is mainly based on the high degree of integration between professional education of economics and management courses and innovation and entrepreneurship education in training objectives, teaching content, and educational approaches. Therefore, on the basis of combing the goals of innovation and entrepreneurship education, this article finds the points of integration with the goals of economics and management courses, and forms a curriculum goal system that integrates the goals of innovation and entrepreneurship education. Then according to this goal, the curriculum resource construction is carried out, the existing teaching content knowledge system is reformed, and a new teaching path and guarantee support are found at the same time. The following will be discussed in detail in terms of teaching objectives, teaching content, teaching methods, and teaching evaluation.

2. The Integration of Professional Education and Innovation Education

In terms of traditional concepts and practices, professional education and innovation education are two separate and independent teaching contents. For example, the main goal of teaching economics and management courses is to train students to master certain economic management theoretical knowledge and related skills, with emphasis on the cultivation of college students' economic management awareness, economic management thinking, and economic management capabilities. Innovation and entrepreneurship education focuses on cultivating college students' innovative and entrepreneurial awareness, innovative and entrepreneurial thinking, and the cultivation of innovative and entrepreneurial abilities. However, the cultivation of comprehensive economics and management talents not only trains college students to have the professional quality of economic management, but also cultivates the ability to creatively solve practical problems. The two cannot be separated. However, the current practice of many colleges and universities has neglected the basic function of cultivating college students' innovative and entrepreneurial spirit, and neglected the enlightenment education and guidance of college students' innovative spirit and consciousness. Excessive attention and attention to the professional education of college students have artificially separated professional education and innovation education, forming a “two skin” situation between professional education and innovation education. Therefore, we need to re-organize the training goals of economic management talents and think about the essence of the problem from the source. Etzkowitz (1998) pointed out that the combination of professional

education and innovation and entrepreneurship education for various professional disciplines with business schools as the center has effectively penetrated the ideas and practices of innovation and entrepreneurship education [5].

Take the course of Business Management “Enterprise Strategic Management” as an example, the training objectives of this course need to effectively integrate the training of innovation and entrepreneurship awareness, thinking and innovation ability, so as to form a new curriculum training goal that includes innovation and entrepreneurship education goals: First , To train students to have strategic awareness, strategic thinking, and strategic abilities. Be familiar with and master the methods and tools of basic corporate strategy analysis, formulation and implementation, as well as innovative methods and tools, and clarify the basic components of strategic planning. Secondly, train students to have innovative consciousness, innovative thinking and innovative ability. Students learn to observe and analyze changes in the social and economic environment that affect business operations, always pay attention to new trends in business development, grasp market opportunities, and innovate business management. Finally, train students to have entrepreneurial awareness, entrepreneurial thinking, and entrepreneurial abilities, so that students can better carry out entrepreneurial activities and become knowledgeable, capable, state-of-the-art, visionary, and daring to compete innovative and entrepreneurial talents, as shown in Figure 1.

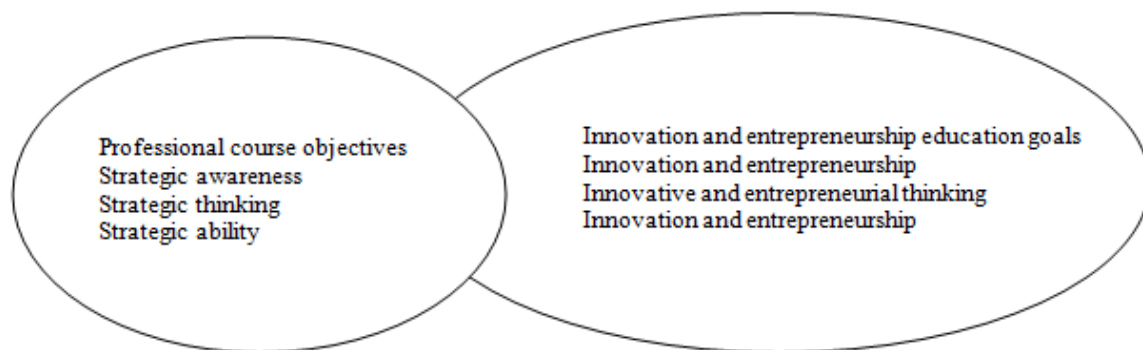


Fig.1 : the Integration of Innovation and Entrepreneurship Education and Strategic Management Curriculum Education Goals

Of course, the training goal of innovative economic management talents is a comprehensive and systematic training process. It cannot be simply understood as the addition of the two goals. It needs to be achieved through an effective teaching model in the specific teaching process. Therefore, the next step is to think deeply about the design of teaching content.

3. Reform and Integration of Teaching Content

In order to inspire students' innovative and entrepreneurial thinking and strengthen their ability to solve practical problems, the teaching content adopts the main line + auxiliary line integration, that is, the “two lines parallel” mode. Taking the course of “Enterprise Strategic Management” as an example, the main line still maintains the teaching of the four major modules of strategic management (strategic management foundation; corporate strategic environment analysis; corporate strategy selection and formulation, corporate strategy execution and reform). The auxiliary line is the teaching content of innovation and entrepreneurship, as shown in Figure 2.

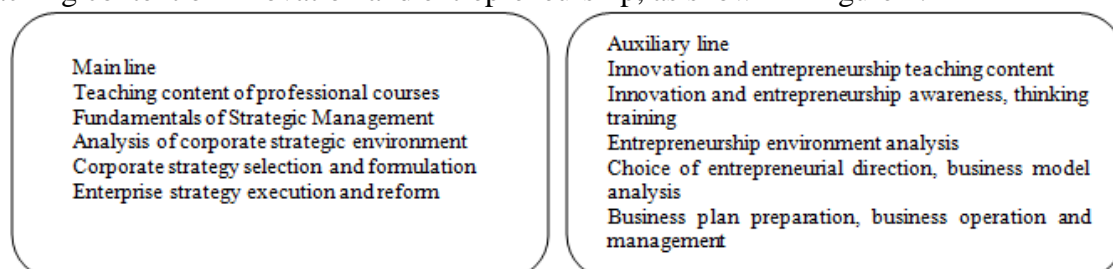


Fig.2 : Integration of Teaching Content of Corporate Strategic Management Courses

The focus of the reform of teaching content is to integrate the consciousness, thinking and ability of innovation and entrepreneurship into the four modules. Form the following teaching content: corporate strategic management foundation (innovation and entrepreneurship awareness, thinking training), corporate strategic environment analysis (entrepreneurial environment analysis), corporate strategy selection and formulation (enterprise direction selection, business model analysis), corporate strategy execution and transformation (Preparation of business plan, business operation and management).

Of course, this change is not equivalent to the simple addition of the two, but focuses on the cultivation and guidance of students' innovative and entrepreneurial awareness, thinking, and abilities in professional curriculum teaching, and ultimately achieves the cultivation of professional strategic management talents with innovative and entrepreneurial thinking capabilities. . Therefore, in the specific teaching methods, we need to think about how to effectively complete the above teaching content, and what kind of implementation path should be adopted?

4. Exploration and Research of Realization Path

In the specific realization path, insist that professional education still dominates, and the integration of leadership and regulation; entrepreneurship education plays a supporting role, and is integrated into the professional education process in a permeable and leading way. In order to achieve integration, using the principle of five-star teaching method proposed by Merrill, adopting “focus on the core issues of the main and auxiliary lines → activate the old knowledge to try to solve the core issues → demonstrate new knowledge for the core issues → try to apply the new knowledge to solve the core issues → expand the application to achieve integration “Teaching path to carry out teaching, as shown in Figure 3.

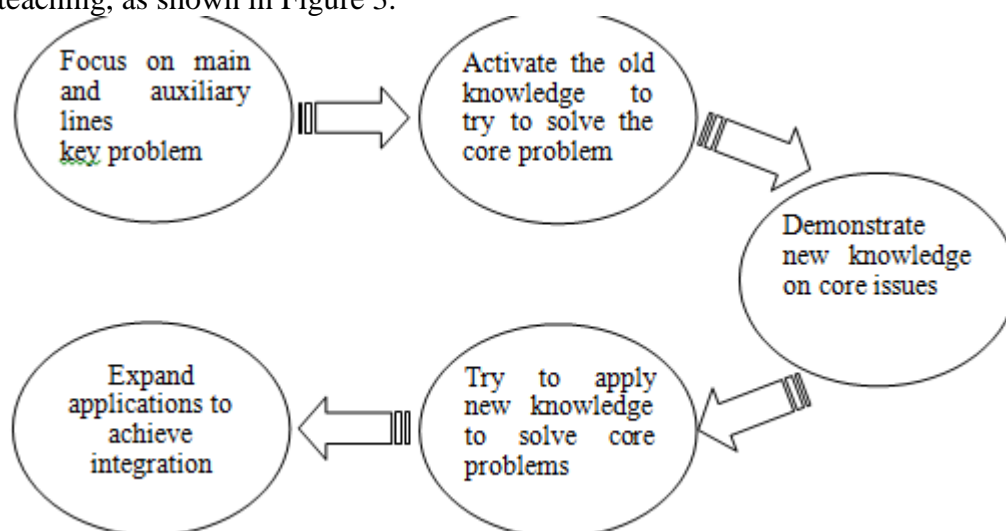


Fig.3 : the Basic Path of the Teaching Process

4.1 Focus on the Core Issues of the Main and Auxiliary Lines

Science only starts with problems. Popper, the philosopher of science, pointed out that the introduction of every method, the invention of every concept, etc. must be implemented on the issue, and all activities that cannot be implemented on the issue cannot contribute to the occurrence of scientific understanding. . Therefore, the prerequisite for the validity of all activities in scientific understanding is the relevance to the problem. [6]

Therefore, we need to reverse the way of education, from the knowledge peach garden to the problem wasteland [7]. Focusing on the core issues of the main and auxiliary lines is to connect learners to real problems or familiar situations, prompt them to actively think about problems, and stimulate learning motivation. For example, in the first class of strategic management, the teacher

will raise a question that is closely related to students: “If you start a business in the future, in which field might you choose to carry out entrepreneurial activities?” The answers from the students were also varied, “Enter the Internet “, “Primary school students’ extracurricular tutoring”, “Primary and middle school student trusteeship” and so on. The answers of the students let us see why the choice of entrepreneurship does not require strategic planning in advance? Life is the same. A wonderful life also requires strategy, such as career planning... The development of a company requires effective strategic management. Then, teachers can continue to raise a series of problems faced by the company. , These problems need students to solve one by one through follow-up learning new knowledge.

4.2 Activate Old Knowledge and Solve Core Problems

The problem is the seed that breeds new ideas. Only through the problem can knowledge truly enter the mind, and the world can have operable demands and can be transformed into abilities. [8] By focusing on the problem, students can quickly associate the knowledge they have learned before and effectively activate the old knowledge. This stage allows students to take the initiative to acquire and master knowledge, teachers can effectively express teaching content within a given time, and achieve the unity of teaching and learning.

When the real problems of the enterprise are placed in front of the students, they try to quickly recall the knowledge they have learned before to see which knowledge can solve the existing problems. This is the link to activate the old knowledge to solve the core problem. Faced with the question of how to choose the field of entrepreneurship, students may think more of “it should be a profitable and promising industry” or “it should be an industry that I love and can give full play to my abilities.” Or other experience tells me to wait.

4.3 Demonstrate New Knowledge on Core Issues

When faced with practical problems, students need to actively seek solutions, use the old knowledge to solve the problems, the new knowledge will become the protagonist of classroom teaching. Demonstrating new knowledge better allows learners to experience the expected teaching goals in real or close situations.

For example, the choice of entrepreneurial direction requires environmental analysis in advance, including analysis of both the external environment and internal conditions. This is not a very important module knowledge in corporate strategic management-corporate strategic environment analysis. With questions and confusion, students are introduced into the hall of knowledge step by step, not only firmly grasping the students’ interest in learning, but also allowing students to take the initiative to develop thinking activities and gradually begin to accept the learning and cognitive process of new knowledge .

4.4 Try to Use New Knowledge to Solve Core Problems

Actively guide students out of the safe and comfortable “peach garden of knowledge” that is full of restrictions, explore independently, gain insight into the essential laws of things through phenomena (or facts), and promote action, use new knowledge to solve core problems, and form the nature of free creation.

The same is to choose the direction of entrepreneurship. After students have studied the analysis of the corporate strategic environment, they can have a clear idea of solving problems and try to use new knowledge to solve core problems.

4.5 Expand Applications and Achieve Integration

The final stage of learning knowledge is to integrate. When students use strategic environment analysis to help them find a suitable entrepreneurial field, he is full of rewards. At the same time, when students face major choices in their lives in the future, when they are hesitant, this method is awakened again, which enables an excellent expansion and application of knowledge and solves another problem of major choices in life. Of course, it may also play a positive role in the face of new project choices in the enterprise.

In summary, we cleverly use the five-star teaching method to effectively connect the learning of knowledge with the solution of social problems. At the same time, we also organically unify the teaching content of the corporate strategic management course with the cultivation of students' innovative entrepreneurship, innovative entrepreneurial thinking.

Of course, the organic integration of innovation and entrepreneurship education and professional education cannot be achieved only by integrating with a few courses. It needs to be systematically arranged and designed in professional training programs and curriculum systems. In particular, it is necessary to build a practical platform for the organic integration of innovation and entrepreneurship education and professional education. Here, we need to effectively integrate into the social practice advocated by the second classroom, so that students can transfer the knowledge they have learned to life and social practice, such as encouraging students to actively participate in innovation and entrepreneurship research, implementing college students' innovation and entrepreneurship training project plans, and participating in various Kind of innovation and entrepreneurship competition and so on. Actively construct a "classroom +" teaching and learning organization model that reflects the law of education and teaching ("+" means diversified and deep integration), and promote "classroom + labor", "classroom + social practice", "classroom + laboratory", "Classroom + club activities", "classroom + Internet space", "classroom + research" and other courses implement organizational model innovation. [9]

Through various forms of practical activities, students can give full play to their professional advantages and specialties, gain more entrepreneurial experience in practice, and cultivate students' scientific innovation consciousness and entrepreneurial spirit; at the same time, it is conducive to the cultivation of students' critical thinking; it can also improve students' ability to propose Problem, problem analysis and problem-solving abilities promote students' all-round development. In addition, it can also rely on modern information means and community resources to build a multi-channel innovation and entrepreneurship practice platform, establish maker studios, college student entrepreneurship parks, small and micro enterprise entrepreneurship bases, etc., regularly organize entrepreneurship salons, and effectively exercise, test and improve student innovation and entrepreneurship The integration and application of competence and strategic management expertise.

In short, the design of the five links, as well as in and out of class, will help cultivate students' innovative spirit, entrepreneurial awareness, and innovative and entrepreneurial abilities, realize the effective integration of entrepreneurial education and professional education, and strengthen experience, practice and perception, online and offline, The combination of inside and outside the classroom has promoted the transition from "learning by book" to "learning by doing", and has provided a new type of teaching process for traditional education.

5. The Reform of the Curriculum Evaluation System

Combining the characteristics of professional courses to establish a multi-evaluation system suitable for the five-step teaching method. On the basis of full reference and reference to the existing evaluation rubric system, give full play to the subjective role of students in learning, promote the coordinated development of the dual-subject role of teachers and students in evaluation, meet the subject status of students in teaching, and give full play to teachers Dominance in teaching. In order to ensure the organic integration of the two, it is necessary to formulate a scientific and reasonable assessment and incentive mechanism. The organic integration of innovation and entrepreneurship education and professional education should be the main content, and the organic integration of the two teaching activities, teaching evaluation, examinations, etc. Effective monitoring must be carried out to ensure the improvement of the quality of talents. [10]

For example, establish a credit accumulation and conversion system for innovation and entrepreneurship; integrate the practice activities and transcripts of the second classroom into the evaluation index system of professional courses; objectively record and quantify student research, publish papers, obtain patents, and carry out innovation experiment competition awards and awards. The scores of practical activities such as self-employment are converted into credits according to predetermined standards and included in the second classroom transcript as a useful and necessary

supplement to the student evaluation mechanism. [11] So as to achieve a scientific, comprehensive, standardized and systematic assessment of students' learning ability and innovation and entrepreneurship ability, truly achieve the goal of training professionals in economics and management, and meet the diversified needs of the society for economic and management talents.

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