

Adjusting the Legal Curriculum System under the Background of Innovation and Entrepreneurship Education

SiLiang Zeng

GuiYang Institute of Humanities and Technology, Guizhou, Guiyang, China

Abstract: In the context where innovation and entrepreneurship education is increasingly valued, the adaptation of the legal curriculum system has become a crucial issue in educational reform. This study aims to explore effective adjustments to the legal curriculum system in the broader environment of innovation and entrepreneurship education, to cultivate compound legal talents who possess both legal expertise and innovative spirit and entrepreneurial capabilities. The research employs methods such as literature review, case analysis, and comparative studies, conducting an in-depth analysis of the theories and practices of innovation and entrepreneurship education and legal education domestically and internationally. It explores the theoretical foundations and practical paths for adapting the legal curriculum system. The study first defines the connotations of innovation and entrepreneurship education and legal education and their interrelations, then analyzes the current issues in legal education, such as the disconnect between curriculum content and societal needs, and the uniformity of teaching methods. Based on this, a series of adaptation strategies are proposed, including updating curriculum content, introducing case teaching, and conducting interdisciplinary teaching. The research concludes that systematic adaptation of the legal curriculum system can effectively enhance students' innovative thinking and entrepreneurial capabilities while maintaining the depth and breadth of legal expertise, thereby cultivating more legal talents suited to the needs of the new era.

Keywords: Innovation and Entrepreneurship Education; Legal Curriculum System; Educational Reform; Compound Legal Talents; Teaching

Methods

1. Introduction

1.1 Background and Significance of the Study

In the context of globalization and informatization, innovation and entrepreneurship education has become a crucial direction for higher education reform. With the promotion of the "Double Innovation" policy, this form of education is tasked with cultivating innovative talents and driving economic transformation. Legal education, as a vital pathway for training legal professionals, plays a significant role in adapting to societal needs and enhancing the effectiveness of legal education. However, traditional legal education often overemphasizes theoretical knowledge transmission, lacking in cultivating students' innovative thinking and entrepreneurial capabilities. Therefore, under the backdrop of innovation and entrepreneurship education, exploring how to adjust the legal curriculum system holds significant practical and theoretical value for improving the quality and effectiveness of legal education. [1-5]

In adapting the legal curriculum system, several aspects can be considered and improved: Emphasizing the cultivation of students' innovative thinking and entrepreneurial skills. Traditional legal education focuses on theoretical knowledge, but in the context of innovation and entrepreneurship, students need to possess these skills. Thus, legal courses can introduce case analysis and team projects to develop problem-solving and teamwork abilities, stimulating their potential for innovation and entrepreneurship. Incorporating content related to innovation and entrepreneurship. Legal courses can include specialized subjects like innovation and entrepreneurship law, intellectual property law, enhancing students'

understanding and adaptability in these fields, thereby increasing their competitiveness in practice. Strengthening the setup of practical elements. Through internships, social surveys, and mock trials, students can engage with real-world issues, honing their practical skills. This setup helps students integrate theoretical knowledge with practical applications, improving their operational and problem-solving abilities. Enhancing the curriculum evaluation and feedback mechanism. Establishing an effective mechanism to promptly understand students' feedback and needs, providing a basis for further optimizing the curriculum. Regularly assessing the teaching effectiveness of courses helps continuously improve and perfect the legal curriculum system, enhancing educational quality and effectiveness. [6-10]

Under the backdrop of innovation and entrepreneurship education, adapting the legal curriculum system is crucial for enhancing the quality and effectiveness of legal education. By focusing on cultivating students' innovative thinking and entrepreneurial skills, increasing related content, strengthening practical elements, and establishing an effective curriculum evaluation and feedback mechanism, it is possible to better meet societal needs and cultivate outstanding legal talents with entrepreneurial capabilities.

1.2 Research Objectives

This study aims to explore effective adaptations to the legal curriculum system under the context of innovation and entrepreneurship education, to foster students' innovative thinking and entrepreneurial skills while maintaining the professionalism and depth of legal education. Specific objectives include: analyzing the theoretical foundation for the integration of innovation and entrepreneurship education with legal education; exploring specific strategies and methods for adapting the legal curriculum system; proposing implementation paths and recommendations to provide references for the reform of legal education.

1.3 Research Methods

This study employs methods such as literature review, case analysis, and comparative research. Initially, through literature review, the development status and theoretical

foundations of innovation and entrepreneurship education and legal education are examined. Subsequently, through case analysis, successful experiences and existing issues in the adaptation of legal curriculum systems at domestic and international universities are explored. Finally, through comparative research, differences and characteristics in the integration of legal education with innovation and entrepreneurship education across various countries and regions are analyzed, providing empirical support for the strategies and recommendations of this study.

2. Theoretical Foundations of Innovation and Entrepreneurship Education and Legal Education

2.1 The Essence and Development of Innovation and Entrepreneurship Education

Innovation and entrepreneurship education involves cultivating students' innovative consciousness, capabilities, and entrepreneurial spirit through educational activities. It aims to equip students with the ability to solve practical problems and create new value. Against the backdrop of global economic development and technological advancement, this form of education has become a crucial component of higher education.

In recent years, the government has strongly supported the development of innovation and entrepreneurship education, introducing numerous policies and measures aimed at fostering a nation of innovation through educational reform. The government encourages universities to offer courses related to innovation and entrepreneurship, supports student participation in related projects, and provides financial and policy incentives for entrepreneurial endeavors. These initiatives offer students more opportunities and resources, sparking their enthusiasm for innovation and entrepreneurship.

The goal of innovation and entrepreneurship education is to nurture students' innovative consciousness, capabilities, and entrepreneurial spirit. Through this education, students learn innovative thinking and methods, understand the processes and elements of innovation and entrepreneurship, and develop the ability to solve problems and create value. This

educational approach emphasizes practical skills and experiences, enabling students to apply their knowledge in real-world settings through innovative projects, internships, and practical training, thereby enhancing their entrepreneurial capabilities.

The development of innovation and entrepreneurship education has also influenced the legal curriculum. Legal education must increasingly focus on cultivating students' practical and innovative abilities, enhancing their practical application and innovative thinking skills by incorporating practical activities and content related to innovation and entrepreneurship. This educational model helps produce legal professionals who are not only knowledgeable in law but also possess entrepreneurial capabilities.

In summary, innovation and entrepreneurship education has become a vital part of higher education, supported by substantial government backing. By fostering students' innovative consciousness, capabilities, and entrepreneurial spirit, it lays the groundwork for their entrepreneurial journeys. Additionally, the evolution of innovation and entrepreneurship education has posed new demands on legal curricula, requiring an emphasis on developing students' practical and innovative abilities to meet the diverse needs of society for legal professionals.

2.2 Current Status and Challenges of Legal Education

Legal education, as the primary pathway for cultivating legal professionals, faces several current challenges. The traditional legal education model must confront multifaceted challenges brought about by societal development and changes in the legal environment.

The rapid update of legal knowledge necessitates that legal education be forward-looking and flexible. New legal issues and regulations are constantly emerging, and traditional textbooks and teaching materials cannot keep pace with the latest developments. Therefore, legal education must promptly understand and reflect the latest advancements in the legal field, update teaching content, and continuously reform education and train teachers to ensure students acquire the most current legal knowledge and theories.

The complexity of legal practice requires that

legal education focus on cultivating practical skills. Traditional legal education emphasizes the transmission of legal theory and knowledge, but in practical applications, students need to master operational skills and abilities. Thus, legal education should employ methods such as case analysis, mock trials, and internships to develop students' practical operational skills and problem-solving abilities.

The diverse needs of society for legal professionals necessitate that legal education broaden its professional horizons and cultivate interdisciplinary legal talents. Traditional legal education focuses more on developing students' legal expertise, but the real-world demand for legal professionals extends beyond traditional legal careers. Therefore, legal education should, while imparting legal knowledge, focus on broadening students' professional horizons, nurturing their comprehensive abilities and interdisciplinary thinking skills, enabling them to adapt to diverse employment needs.

Legal education faces challenges such as the rapid update of legal knowledge, the complexity of legal practice, and the diverse needs of society for legal professionals. To address these challenges, legal education must be forward-looking and flexible, emphasize the cultivation of practical skills, and broaden students' professional horizons to develop interdisciplinary legal talents. Only by doing so can legal education better meet the demands of societal development and produce outstanding legal professionals with practical skills and comprehensive qualities.

2.3 The Necessity of Integration between Innovation and Entrepreneurship Education and Legal Education

In the context of innovation and entrepreneurship education, the adaptation of legal education is not only to accommodate changes in the external environment but also to enhance the quality and effectiveness of legal education. Firstly, innovation and entrepreneurship education can provide new perspectives and methods for legal education, helping students to establish interdisciplinary knowledge structures and thinking patterns. Secondly, innovation and entrepreneurship education can strengthen the practical orientation of legal education, enhancing students' practical operational skills and problem-solving abilities through teaching

methods such as case studies and mock trials. Lastly, innovation and entrepreneurship education can promote the internationalization of legal education, broadening students' international perspectives and competitiveness through international exchanges and collaborations.

3. Theoretical Discussion on the Adaptation of the Legal Studies Curriculum System

3.1 The Basic Composition of the Legal Curriculum System

The basic composition of the legal curriculum system includes foundational legal courses, specialized legal courses, and elective legal courses at different levels. Foundational legal courses serve as the cornerstone of legal education, typically covering subjects such as constitutional law, civil law, criminal law, and administrative law. These courses provide students with basic legal theories and knowledge, enabling them to understand the fundamental principles, framework of legal systems, and basic content of legal norms. Learning foundational legal courses is the starting point of legal education, laying a solid legal foundation for students.

Specialized legal courses delve deeper into specific areas such as business law, international law, and environmental law. These courses aim to cultivate students' specialized knowledge and expertise in specific fields. Through the study of specialized legal courses, students can gain in-depth understanding of legal regulations and practices in specific areas, preparing themselves for future careers in related fields.

Elective legal courses offer more flexibility, allowing students to choose courses based on their interests and career plans. These courses usually cover various fields of law, such as intellectual property law, labor law, and criminal procedure law. Students can select elective courses that are suitable for their interests and needs, further expanding their knowledge and professional abilities in law.

In summary, the basic composition of the legal curriculum system includes foundational legal courses, specialized legal courses, and elective legal courses at different levels. These courses complement each other, aiming to provide comprehensive legal education that equips students with fundamental theories and

knowledge, in-depth studies in specialized fields, and further learning and development based on individual interests and needs.

3.2 The Influence of Innovation and Entrepreneurship Education on the Legal Curriculum System

The rise of innovation and entrepreneurship education has had a profound impact on the legal curriculum system, necessitating corresponding adjustments to adapt to this trend. Innovation and entrepreneurship education emphasizes the cultivation of practical skills, innovative thinking, and entrepreneurial spirit, presenting new challenges to traditional legal education.

Traditional legal education primarily focuses on the transmission of legal theories, with the emphasis on grasping basic legal concepts, principles, and norms. However, merely mastering theoretical knowledge is insufficient in real-life situations. Innovation and entrepreneurship education requires students to possess practical operational skills and innovative abilities, enabling them to apply legal knowledge flexibly to solve practical problems.

Therefore, legal courses need to place greater emphasis on cultivating students' practical operational skills and innovative capabilities, rather than solely concentrating on the transmission of theoretical knowledge. One way is to enhance students' practical application abilities through the introduction of more case analyses and mock trials. Through case analysis, students can learn how to apply theoretical knowledge to real-life situations, understand the application of legal norms in specific cases, and develop the ability to solve practical problems. Mock trial activities can allow students to take on different roles in a simulated courtroom environment, honing their debate and legal thinking skills.

In addition, legal courses can also incorporate content related to innovation and entrepreneurship, such as intellectual property law, corporate law, and entrepreneurship law. The legal knowledge in these areas is closely related to innovation and entrepreneurship. By studying these subjects, students can comprehend and master the legal regulations that need to be adhered to in the process of innovation and entrepreneurship.

In conclusion, innovation and entrepreneurship

education presents new requirements for the legal curriculum system. Legal courses need to place greater emphasis on cultivating students' practical operational skills and innovative capabilities. Through practical activities and the inclusion of content related to innovation and entrepreneurship, students' practical application abilities can be effectively enhanced, enabling them to better meet the demands of innovation and entrepreneurship.

3.3 The Theoretical Framework for Adjusting the Legal Curriculum System

Adjusting the legal curriculum system indeed requires a clear theoretical framework to guide the process. This framework should encompass the redefinition of educational objectives, updates to course content, and innovation in teaching methods, among other aspects. Educational objectives need to shift from traditional knowledge transmission to the development of abilities, particularly in cultivating innovative and practical capabilities. Traditional legal education emphasizes students' mastery of legal knowledge, but in real-life situations, mere knowledge is insufficient. Therefore, the adjusted legal curriculum should place greater emphasis on cultivating students' innovative thinking abilities and practical operational skills, enabling them to flexibly apply legal knowledge to solve practical problems.

Course content needs to be updated, with a particular focus on incorporating legal knowledge related to innovation and entrepreneurship. With the development of society and advancements in technology, innovation and entrepreneurship have become important driving forces for economic and social development. Therefore, legal courses should include explanations and discussions on legal regulations in closely related areas such as intellectual property law and corporate law, allowing students to understand and master the legal norms in these fields.

Teaching methods also need to be innovative to enhance student engagement and practical capabilities. Case-based teaching is an effective method where students can better understand the practical application of legal provisions by analyzing real legal cases, thereby cultivating problem-solving abilities. Problem-based learning can guide students to acquire knowledge and develop abilities

through independent learning and problem-solving approaches. These innovative teaching methods can stimulate students' interest in learning, increase their active participation, and strengthen their practical capabilities.

Therefore, adjusting the legal curriculum system needs to follow the aforementioned theoretical framework, making improvements and innovations in educational objectives, course content, and teaching methods. Through these adjustments, the legal curriculum can better meet the demands of society, cultivating legal professionals with both innovative and practical capabilities.

4. Strategies and Methods for The Adjustment of Legal Curriculum System

4.1 Update Course Content and Structure

In the course of the modernization of legal education, updating the content and structure of the course has become an indispensable part. With rapid advances in technology and changing societal needs, legal education must reflect these new legal issues and challenges. As for the updating of the curriculum content, first of all, courses covering emerging areas, such as Internet law and data protection law, should be added. The legal issues involved in these areas are becoming increasingly important, for example, Internet law includes not only traditional issues such as online copyright and domain name disputes, but also online privacy, artificial intelligence ethics, and legal adjustments to cross-border data transfers.

The existing law courses also need to deepen and expand in content to meet the new social legal needs. For example, civil law courses could include case studies on smart contracts, the application of blockchain to contract enforcement, and the latest legal provisions on consumer protection in e-commerce. Criminal law courses should include more discussion of new forms of cybercrime, such as cyber fraud and data theft, and relevant legal strategies to deal with them.

The adjustment of curriculum structure is also an important aspect of renewal. Traditional legal education tends to focus on theoretical teaching, but in today's rapidly changing legal environment, it is particularly important to increase the proportion of practical teaching. Consider setting up more moot court exercises,

case seminars, and internships closely related to legal practice. This not only helps students better understand and apply legal knowledge, but also enhances their ability to solve practical legal problems.

By increasing the number of courses covering the emerging legal field, deepening the existing curriculum content, and adjusting the curriculum structure to increase the proportion of practical teaching, the renewal of the legal curriculum system will more effectively cooperate with the training of legal professionals to meet the needs of modern society. This renewal not only helps students acquire the necessary legal knowledge and skills, but also enhances their adaptability and innovation for future legal careers. [4]

4.2 Introduction of Case Teaching and Practice Teaching

The introduction of case teaching and practice teaching is an important measure to improve the quality of legal education. Through case teaching, students can better understand the practical application of legal provisions by analyzing real legal cases, and develop the ability to solve practical problems. Case teaching enables students to think and analyze in specific cases, thereby better understanding legal principles and rules and applying them to practical situations. By discussing and debating cases, students develop the ability to think critically and analyze problems.

Practical teaching can be through the form of moot court, legal advisory services, so that students can learn and apply legal knowledge in practical operation. Moot court can provide students with a real courtroom environment where they can play different roles, research cases and argue. Such practical activities can cultivate students' oral expression ability, debate skills and teamwork spirit. Legal Advisory services allow students to be personally involved in the process of solving practical legal problems, providing legal advice and advice. Through these practical activities, students can apply theoretical knowledge to practical situations and practice problem-solving skills.

The introduction of case teaching and practical teaching can not only improve students' learning interest, make them more active in learning, but also enhance their professional competitiveness. In real cases and practical

activities, students will face a variety of practical problems and challenges, which helps to develop their problem-solving skills and innovative thinking. These practical experiences and skills will give them a solid foundation for success in the legal profession.

Therefore, the introduction of case teaching and practice teaching is one of the important measures to update the content and structure of law curriculum. Through these methods, students can better cultivate their practical ability, enhance their legal literacy and professional competitiveness. [5]

4.3 Carry Out Interdisciplinary Teaching and Cooperation

Interdisciplinary teaching and cooperation is indeed an important trend in modern education, especially in law education. By collaborating with other disciplines (such as economics, management, information technology, etc.), a broader body of knowledge can be built for students and a more holistic way of thinking can be developed.

In legal education, interdisciplinary cooperation can be developed, such as joint courses or seminars. Through cooperation with economics, the relationship between law and economic development can be explored, and the role of law in business and markets can be deeply understood. Working with management can help students understand the application of law in organizational management and business decision-making. Cooperation with information technology can explore the impact of the digital age on law and study the development of legal technology and intelligent legal services.

This interdisciplinary collaboration not only enriches the content of law courses, but also helps students understand the application of law in different fields. Law is not an isolated discipline, it blends with other disciplines and influences each other. Through interdisciplinary collaboration, students gain a better understanding of the application of law in practice, develop the ability to solve complex problems, and prepare for future careers.

Therefore, it is an important work to carry out interdisciplinary teaching and cooperation in legal education. Through cross-cooperation with other disciplines, students can broaden their knowledge horizons, cultivate their

comprehensive literacy and innovation ability, so that they can better cope with the needs of future career development. This interdisciplinary cooperation will provide students with a broader development space, so that they have a more comprehensive talent and competitiveness. [6]

5. Implementation Path of Law Curriculum System Adjustment

5.1 Teacher Role Transformation and Ability Improvement

In the context of innovation and entrepreneurship education, the role of law teachers needs to change from traditional knowledge imparts to guides and motivators. Teachers should have interdisciplinary knowledge background, be able to combine legal knowledge with innovative and entrepreneurial ideas, and guide students to carry out innovative thinking and entrepreneurial practice. Therefore, teacher training has become the key, and it is necessary to organize teachers to participate in seminars and training courses related to innovation and entrepreneurship education on a regular basis to enhance their teaching ability and innovation awareness [1].

In terms of data support, it can be assumed that through teacher training, teachers' innovation and entrepreneurship education ability has been significantly improved. For example, after the training, teachers can design more course content related to innovation and entrepreneurship, and improve students' participation and satisfaction. In addition, the effect of teacher training can be quantified through questionnaire survey or teaching evaluation, such as the understanding degree of teachers on innovation and entrepreneurship education and the innovation degree of teaching methods [2].

5.2 Cultivate Students' Innovative Thinking and Entrepreneurial Ability

The cultivation of students' innovative thinking and entrepreneurial ability is the core goal of law curriculum system adjustment. This needs to be achieved through the reform of curriculum design, teaching methods and evaluation system. For example, more case studies and practical problem solving tasks can be introduced into the curriculum to encourage

students to apply legal knowledge to solve practical problems and cultivate their innovative thinking and entrepreneurial ability. In order to evaluate students' innovative thinking and entrepreneurial ability, special assessment tools can be designed, such as innovative thinking test and business plan evaluation. Through these tools, students' innovation ability and entrepreneurial potential can be quantified to provide data support for curriculum adjustment [3].

5.3 Integration and Optimization of Educational Resources

The integration and optimization of educational resources is an important guarantee to realize the adjustment of law curriculum system. This includes the updating of teaching materials resources, the improvement of teaching facilities and the cooperation between schools and enterprises. For example, it can cooperate with the legal practice community to introduce the latest legal cases and practical experience to enrich the teaching content. At the same time, modern information technology, such as online education platforms, can be used to provide more diversified learning resources and learning methods to meet the learning needs of different students [4].

In terms of data support, questionnaire and student feedback can be used to evaluate the effect of educational resource integration. For example, students' satisfaction with new teaching materials and utilization rate of online learning resources are investigated to evaluate the effectiveness of educational resource integration [5].

6. Conclusions and Recommendations

6.1 Conclusions

Through an in-depth analysis of the adaptation of the law curriculum system in the context of innovation and entrepreneurship education, this study draws the following conclusions:

The change of teacher's role and the improvement of teacher's ability are the key to realize curriculum adjustment. Teachers need to have the knowledge and teaching ability of innovation and entrepreneurship to guide students in innovation and entrepreneurship practice, but also need to keep close contact with the industry to understand the latest

innovation and entrepreneurship trends and needs.

The cultivation of students' innovative thinking and entrepreneurial ability needs to be realized through the innovation of curriculum design and teaching methods. Curriculum design should focus on cultivating students' innovative consciousness, guiding students to carry out innovative thinking training and entrepreneurial practice, and teaching methods should focus on heuristic teaching and practical teaching to stimulate students' innovation and entrepreneurial potential.

The integration and optimization of educational resources is an important condition to ensure the success of curriculum adjustment. Schools need to integrate and optimize educational resources, including practice bases, innovation and entrepreneurship mentors and entrepreneurship support services, to provide students with a good environment and resource support for innovation and entrepreneurship education.

6.2 Policy Recommendations

Based on the above conclusions, the following policy recommendations are put forward:

The education department should give more support to the education and training of law teachers on innovation and entrepreneurship. Through holding training courses and formulating training plans, the education level of law teachers in innovation and entrepreneurship should be improved so that they can better guide students in innovation and entrepreneurship practice.

Schools should reform curriculum design and teaching methods to strengthen the cultivation of students' innovative thinking and entrepreneurial ability. By adjusting the curriculum, increasing the practice of innovation and entrepreneurship and carrying out innovation and entrepreneurship competitions, the students' enthusiasm and ability for innovation and entrepreneurship are stimulated.

Strengthen cooperation with legal practice circles and optimize the allocation of educational resources. the school can cooperate with law firms, courts and other legal practice institutions to establish internship bases and practice platforms to provide students with more practical opportunities and resource support.

6.3 Research Prospects

Future research can further explore how to optimize the legal curriculum system and improve teaching effectiveness through technological means, such as artificial intelligence and big data analysis. Through the application of these technologies, personalized teaching and precise training can be realized, and students' learning needs and employment needs can be better met. At the same time, we can study the differences and challenges in the process of law curriculum system adjustment in different regions and different types of schools. the adjustment of law curriculum needs to be carried out in combination with the actual situation of regions and schools, so the practice and effect of different regions and different types of schools can be compared in the study, so as to provide more specific reference and guidance for policy formulation.

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