

# Development Path of Integration of Innovation and Entrepreneurship Education and Professional Education in Colleges and Universities

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**Abstract:** Innovation education is an effective means to cultivate innovative talents for undergraduates and postgraduates, and professional education is a necessary path to cultivate high-quality professionals. On this basis, This document first sets out the need to combine training for innovation and entrepreneurship with vocational training, and then analyses the situation of the combination of training for innovation and entrepreneurship and vocational training in universities, and makes a preliminary discussion of this.

**Keywords:** Innovation and Entrepreneurship Education; Professional Education; Integration and Development

## 1. Introduction

In recent years, the government has issued a number of policies aimed at promoting innovation and entrepreneurship education in universities. For example, the policy opinions on further support for innovation and entrepreneurship of university students underline the importance of improving the level of innovation and entrepreneurship education in higher education institutions and universities and support the deepening of the reform of the talent culture model in order to strengthen innovation and entrepreneurship education, So that we can cultivate more excellent talents with the capacity for innovation. However, in the context of new mortal education, on the one hand, university education should adhere to the core mission and be closely combined with professional education, new challenge environment, innovation and venture interrelationships to achieve the deep convergence of innovation and entrepreneurship education and professional education, and to facilitate the overall enhancement of the quality of higher education.

## 2. The Need to Integrate Training Into Innovation and Entrepreneurship and Vocational Training

### 2.1 Integration of Theory and Practice to Improve the Practical Ability of College Students General

Secretary Xi Jinping pointed out that it is necessary to act according to the laws that have been recognized, and to deepen the understanding of the laws in practice, instead of stepping on watermelon skins and slipping wherever they fall. In addition to their daily study in school, some college students also engage in social practice or part-time jobs, such as working as salespersons in supermarkets and part-time jobs in restaurants, etc. These jobs are only able to earn a salary for the students, but not to grow the practical experience of their majors. although most college students are learning specialized knowledge, they lack relevant practical experience and cannot apply what they have learned, so they cannot gain new understanding from practice<sup>[1]</sup>.

### 2.2 Accumulate Practical Experience, Improve the Innovation Ability of College Students

When exploring the concept of innovation and entrepreneurship, we should recognize that its core lies in breaking through the established framework and exploring the unexplored areas. This means that, on the basis of in-depth knowledge of their own expertise, individuals are able to identify and explore new paths of development. If you don't know this specialized knowledge very well, you can't find new breakthroughs even if you spend more time and energy, which will eventually not only delay your specialized courses, but also affect your future entrepreneurial enthusiasm. college students should start from the field of the book first, and then start a business to improve students' innovation ability after their

professional knowledge reaches a certain accumulation.

### **2.3 Integration of Innovation and Entrepreneurship Education with Professional Education to Promote Employment**

Integrating innovation and entrepreneurship vocational education and training can comprehensively promote the improvement of college students' professional quality and innovation ability. Under this educational mode, college students can not only deepen their professional knowledge, but also cultivate their innovative thinking and practical ability through innovation and entrepreneurship education. In today's society, although the number of graduates is increasing year by year, together with the students who did not succeed in employment in the past, the employment pressure is increasing year by year.

## **3. Current Situation of the Convergence of Innovation and Entrepreneurship Education and Professional Education**

### **3.1 The Concept of Education Lags Behind and Fails to be Integrated into the Whole Process Of Talent Cultivation.**

In some cases, there is a close link between educational institutions, innovation and entrepreneurial activities, narrowly defined to students in specific fields of specialization, which fails to fully consider the needs of students in other majors, and thus fails to establish an extensive education system for innovation and entrepreneurship covering the whole school. In the current educational environment, some educators have a biased perception of innovation and entrepreneurship education, and they mistakenly regard it as a tool only used to solve employment problems. This view not only narrows the relevance of education to innovation and entrepreneurship, but also negatively labels education as a utilitarian and short-sighted field, thereby ignoring the intrinsic developmental demands and far-reaching goals of the educational field. This misunderstanding is actually a misinterpretation of the nature of educational initiative. To promote the effective integration of innovation and entrepreneurship education and professional education, it is necessary to break the traditional concept, take the innovation and

entrepreneurship program as an important part of the university's training program, play a central role in education, and improve students' innovation and entrepreneurship spirit.

### **3.2 Outdated Education Mode, Serious Disconnection Between Professional Education and Practice**

Currently, in the system of promoting innovation and entrepreneurship education, some higher education institutions pay too much attention to theoretical knowledge and basic common sense, while ignoring the importance of practice and application. These institutions often regard general courses such as entrepreneurial management as the core part of innovation and entrepreneurship education, and overemphasize the teaching of the learning of theoretical level and innovative and entrepreneurial skills. In exploring ways to implement innovation and entrepreneurship education, it must be recognized that only guiding students to start businesses or encouraging them to participate in entrepreneurship competition should not lead to the organic combination of innovation and entrepreneurship education and vocational education; nor can it be connected with actual professional learning and practice [2].

### **3.3 Weak Teacher Strength, Imperfect School-Enterprise Cooperative Education Mechanism**

Innovation and entrepreneurship education does not just emphasize integration theory and practice, but also requires educators to have a deep theoretical foundation and excellent teaching skills, and they also need to have rich guiding experience in entrepreneurial practice. In the teaching process, teachers fail to fully demonstrate their subjective initiative, lack of understanding of the core concepts of innovation and entrepreneurship education; and fail to carry out personalized teaching design according to their own professional background and specialties, thus limiting the cultivation of students' creative thinking.

## **4. Exploring the Integration Development Path of Innovation and Entrepreneurship Education and Professional Education in Universities and Colleges**

### **4.1 Realize the Organic Integration of**

### **Education Curriculum System and Education Cultivation Objectives**

Embed the elements of innovation and entrepreneurship education in vocational training flexibly, combine them with the cultivation plan and cultivation objectives of professional education, incorporate the latest theories and technologies through the cultivation of innovation and entrepreneurship capabilities as targeted assessment indicators, and integrate innovation and entrepreneurship practices into them, so that innovation and entrepreneurship education can be better integrated with the professional curricula. For example, in addition to the relevant professional courses in the School of Business, Foster University has also set up corresponding courses in the School of Engineering, the School of Law, the School of Medicine and other colleges and Universities, improve the innovation and entrepreneurship education system has been formed through the mutual cooperation and complementation of each other's strengths. In recent years, China's major universities and colleges have opened more than 30,000 specialized courses and more than 11,000 online open courses. Each university has An education system for innovation and entrepreneurship has been established according to its own advantages and characteristics. For example, Central South University has established a professional course group of "Innovation and Entrepreneurship", We will develop 101 innovative and entrepreneurial education programs based on teachers' professional backgrounds, including 61 courses in major disciplines, 3 courses of entrepreneurship fundamentals and 37 courses of quality development. It is necessary to pay full attention to the innovation and entrepreneurship courses for engineering students, integrate the spirit of innovation into engineering education, focus on cultivating engineers with the spirit of innovation and entrepreneurship, organically combine business knowledge with innovative technology, and improve the students' scientific and technological innovation ability and social practice ability.

#### **4.2 Establishing High-Level and Diversified Innovation and Entrepreneurship Faculty**

In terms of the source of teachers, the university should take the campus as the basis and select

teachers with innovation and entrepreneurship knowledge or skill reserves from the existing group of teachers, so that they can serve as full-time or part-time teachers of innovation and entrepreneurship, so as to combine the teachers' research fields and Specialising in innovation and entrepreneurship education talents, so that the teachers can put their research results into the classroom, textbooks, talent cultivation and other aspects, It also guides students to carry out colorful innovation and entrepreneurship events to improve their ability of innovation and business start-up. The Munich University of Technology in Germany has formed a multi-disciplinary cross-fertilization of several disciplines such as new material research and development, pharmaceutical engineering, software engineering and so on. To establish a team of dual-creation tutors combining professional and part-time, adopt the method of "basic teacher + professional tutor" co-taught by basic teacher and professional tutor, the basic teacher is responsible for the explanation of all the course modules, while the professional teacher is responsible for the teaching of specific cases, and provide real-time feedback on the curriculum system, increase the number of related entrepreneurship cases, entrepreneurship analysis, network entrepreneurship courses, etc.<sup>[3]</sup>.

#### **4.3 Build an Educational Synergy Platform to Promote School-Enterprise Cooperation and Science and Education Integration**

In order to cultivate innovative talents, schools must carry out the fusion of science and teaching, school-enterprise collaboration; which requires in-depth reform of the education and training system of talents, strengthening the construction and sharing of scientific and technological platforms, and ensuring the mutual support and interaction between the knowledge chain and the practice chain, so as to make it a benign cycle of "openness and autonomy, cross-collaboration and continuous empowerment". Virtuous cycle. Schools take the initiative to dock with the government, enterprises, society and other resources, and organically combine classroom teaching, independent teaching and practical guidance to form a complete set of university In establishing and perfecting the framework of creative and entrepreneurial education, it is necessary to ensure that there are corresponding supporting

measures and guarantees in terms of policies, funds, venues and other aspects. In China, the cultivation of innovative talents is an important issue in many countries and regions. The United Kingdom has established a “college, industry and government” three-in-one education model, that is, centering on students and entrepreneurs, providing students with entrepreneurial opportunities, increasing entrepreneurial practice opportunities, and creating a good social environment. The Netherlands has established a “multi-faceted” organizational structure led by the government and promoted by society and universities at multiple levels. In order to implement in-depth innovation and entrepreneurship training programs for university students, we will improve the core competence of university students through various forms of scientific and technological innovation, entrepreneurial planning, creative design competitions and other activities.

### 5. Conclusion

Against the backdrop of the accelerated development of a new round of scientific and technological evolution and industrial change, whichever country has world-class level of innovative talents will have strong competitiveness in the field of science and

technology innovation. In universities, In order to improve students' entrepreneurial skills, it is particularly important to closely integrate and synergize entrepreneurship education with the development of vocational education, so that the reform and development of the university can enhance the comprehensive competitiveness of the students, this will promote technological innovation and high-quality economic and social development.

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