

Research on the Talent Training Path of “Integration of Professional Education and Innovation & Entrepreneurship Education” for International Business Major under the Background of New Liberal Arts

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Abstract: Under the background of new liberal arts, the “Integration of Professional Education and Innovation & Entrepreneurship Education” (hereinafter referred to as “Integration of Professional and Innovative Education”) serves as a crucial breakthrough for the comprehensive reform of the International Business major in application-oriented undergraduate universities. It plays a pivotal role in supporting China's innovation-driven development strategy and cultivating high-quality innovative international business talents who meet the needs of the international economic and trade field. Based on Management, a core course of the International Business major, this paper explores the value orientation, characteristic implementation path, and effective assessment mechanism of the “Integration of Professional and Innovative Education” for the International Business major from three aspects: “updating knowledge impartment”, “having effective methods to solve doubts”, and “conducting effective assessment”. It studies how to rely on the courses of the International Business major to deeply integrate professional knowledge such as international market analysis and cross-border business operation with the cultivation of innovative and entrepreneurial thinking and practical abilities, so as to promote the teaching practice of “Integration of Professional and Innovative Education”. The comprehensive implementation of the “Integration of Professional and Innovative Education” in the International Business major can better improve the teaching quality of cultivating application-oriented international business talents, so as to adapt

to the demand for international business talents in the context of globalization.

Keywords: New Liberal Arts; International Business; Professional Education; Innovation & Entrepreneurship Education; Talent Training

1. Introduction

Against the backdrop of the accelerated evolution of a new round of scientific and technological revolution and industrial transformation, and the in-depth adjustment of the global economic and trade pattern, the construction of new liberal arts, as a core driver for promoting the transformation and upgrading of liberal arts majors in higher education, is deepening from “interdisciplinary integration” to “innovation in talent cultivation models”. Its core goal is to cultivate compound talents with solid professional foundation, innovative thinking, and practical abilities [1,2]. As an important field in the construction of new liberal arts, the International Business major is facing challenges brought by new formats of global trade and new scenarios of cross-border e-commerce, and thus urgently needs to break through the limitations of traditional professional education. It is necessary not only to strengthen the cultivation of professional abilities but also to integrate the training of innovative and entrepreneurial awareness and practical abilities, so as to meet the demand for high-quality international business talents from China's opening-up strategy. In 2025, the implementation opinions on the construction of new liberal arts issued by the education departments of many regions clearly put forward the requirements of “exploring new models of interdisciplinary talent cultivation in foreign-

related fields and strengthening the construction of collaborative talent cultivation platforms in the international business field". This provides a policy basis and direction guidance for the in-depth integration of international business professional education and innovation & entrepreneurship education (i.e., "Integration of Professional and Innovative Education"), and also makes the "Integration of Professional and Innovative Education" a key breakthrough for the International Business major to meet industry needs and improve the quality of talent cultivation [3-5].

From the perspective of the current educational practice of the International Business major, the promotion of "Integration of Professional and Innovative Education" still faces practical difficulties. On the one hand, the curriculum system of the International Business major in some universities still focuses on the imparting of theoretical knowledge, with insufficient integration of content related to the "Integration of Professional and Innovative Education" [6-8]. This makes it difficult for students to connect professional knowledge with actual entrepreneurial scenarios. On the other hand, innovation & entrepreneurship education often exists in the form of independent elective courses and special lectures, and fails to be deeply linked to the core competency cultivation goals of the International Business major, resulting in a phenomenon where "innovation & entrepreneurship education and professional education are disconnected like 'two separate skins'" [9-11]. This disconnection not only restricts the improvement of students' innovative thinking and entrepreneurial abilities but also makes graduates lack the ability to transform their professional advantages into core competitiveness when facing the competition for positions in multinational enterprises and cross-border entrepreneurial practices, making it difficult for them to meet the social demand for international business talents who "understand professionalism, are capable of innovation, and have practical skills".

"Entrepreneurship education cannot exist in isolation; it needs to be embedded in professional scenarios to demonstrate its value" [12]. For the International Business major, only by integrating the cultivation of innovative and entrepreneurial awareness and project operation capabilities into the entire teaching process of core courses can a positive cycle of "promoting

professionalism through innovation and strengthening innovation with professionalism" be realized. At the same time, with the expansion of the scope of "Integration of Professional and Innovative Education", the talent cultivation scenarios of the International Business major have also expanded from on-campus classrooms to off-campus corporate internship bases, which provides a new path to solve the current problem of "disconnection between theory and practice" [13-14].

At present, the core issue of common concern among the government, enterprises, and universities is: How to promote the transformation of international business talent cultivation from the "traditional knowledge-based" model to the "innovative practice-based" model? Based on this, guided by the requirements of new liberal arts construction, this paper focuses on optimizing the talent cultivation path of "Integration of Professional and Innovative Education" for the International Business major. Combined with the teaching practice of Management, a core course of the International Business major, it deeply integrates the cultivation of students' innovative and entrepreneurial thinking, teamwork ability, and cross-cultural communication ability, and further constructs a "Integration of Professional and Innovative Education" talent cultivation system with "precise goals, clear paths, and strong guarantees".

2. The Necessity of Constructing the "Integration of Professional and Innovative Education" for International Business Talent Cultivation

2.1 Dual Requirements of National Strategy and Educational Reform

Carrying out innovation & entrepreneurship education in universities is an "important measure to implement the promotion of employment through entrepreneurship and promote the full employment of college graduates". Its core lies in activating students' innovative spirit and practical abilities through innovation & entrepreneurship education, so as to reserve talents for the construction of an innovative country. International business professional education focuses on the cultivation of knowledge and skills in fields such as cross-border business operation and international market analysis, addressing the issue of

“understanding professionalism and having a solid foundation”. Innovation & entrepreneurship education focuses on the cultivation of innovative thinking and entrepreneurial abilities, addressing the issue of “daring to innovate and being capable of practice”. The two complement each other and jointly empower talent cultivation.

2.2 Practical Adaptation to the Characteristics of the International Business Major and Market Demand

The International Business major aims to cultivate application-oriented talents who can adapt to the global economic and trade scenarios. As a discipline platform course, its core course Management covers a wide range of students, and its teaching quality directly affects the effect of talent cultivation. Currently, with the reconstruction of the global trade pattern and the rapid rise of new formats such as cross-border e-commerce, enterprises' demand for international business talents has shifted from the “single knowledge-based” type to the “innovative practice-based” type. Promoting the “Integration of Professional and Innovative Education” in international business talent cultivation is a practical requirement to match industry needs and enhance the core competitiveness of graduates.

2.3 Key Support for the Implementation of the Curriculum Objectives of Management

As a core basic course of the International Business major, the curriculum objective of Management is not only to impart management theories such as planning, organizing, leading, and controlling but also to cultivate students' ability to apply these theories to solve practical problems in international business. Based on the national innovation strategy and the needs of international business scenarios, innovation & entrepreneurship education is embedded in the teaching of Management through the “Integration of Professional and Innovative Education”. Entrepreneurship education cannot exist in isolation; only with the scenario support of professional courses such as Management can it avoid being vague and empty. Meanwhile, the Management course also needs to break the boundaries of traditional teaching through the “Integration of Professional and Innovative Education”, realizing the transformation from “teacher-centered teaching to student-centered

learning”, “classroom-based teaching to the combination of in-class and out-of-class learning”, and “summative evaluation-oriented assessment to formative evaluation-oriented assessment”. Finally, it promotes the implementation of the curriculum objective of “cultivating application-oriented management talents in international business” and lays a solid foundation for students' entry into society.

3. The Curriculum Optimization Path of Management Based on the “Integration of Professional and Innovative Education”

In the construction process, the Management course is oriented to enterprise needs and takes the cultivation of students' innovative and entrepreneurial awareness as the foundation. According to the learning characteristics of students majoring in International Business, the course offering time, and students' cognitive rules, and based on the necessary job competencies for management positions, teachers design real enterprise scenarios to enable students to learn in specific learning environments and give full play to their subjective initiative and enthusiasm, as shown in the Figure 1.

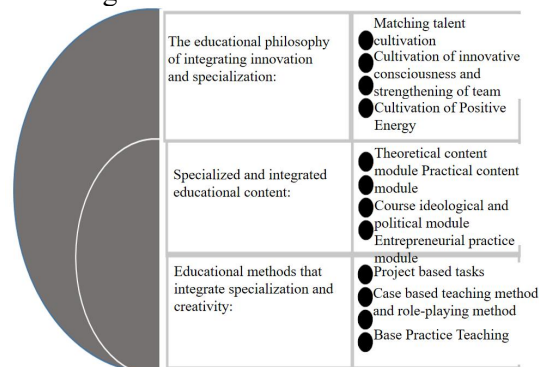


Figure 1. Curriculum Optimization for “Specialty-Innovation Integration”

3.1 Strengthening Teachers' and Students' Innovative and Entrepreneurial Awareness and Cultivating the Concept of “Integration of Professional and Innovative Education”

Innovation & entrepreneurship education is a talent cultivation model that aims to stimulate students' independent learning and is guided by teachers. In practice, it requires the joint development of various departments of the university to strengthen the understanding of innovative and entrepreneurial awareness from multiple perspectives and in multiple forms, integrate it into the talent cultivation plan, and

enhance the cultivation of the concept of “Integration of Professional and Innovative Education”.

In the construction of the Management course, through activities such as experience exchange seminars on innovation & entrepreneurship education, curriculum achievement transformation competitions, and teaching design competitions, the application ability of teachers and students in the “Integration of Professional and Innovative Education” is stimulated. This enables the concept of innovation & entrepreneurship education to cover all teachers and students, run through the entire process of professional curriculum construction, and promote the integration of innovation & entrepreneurship education and professional education. By integrating the practical content of innovation & entrepreneurship into the teaching process design of the course, students are subtly guided to apply their professional knowledge to entrepreneurial practice.

3.2 Designing the Teaching Content of the “Integration of Professional and Innovative Education” to Improve Teaching Quality

The teaching content is sorted out in layers. Combined with the latest frontier research in management, the difficult and key points with certain challenges are sorted out to enhance the innovation and advanced nature of the content. A practical teaching resource system is constructed, the “enterprise mentor database” is gradually improved, and a “dual-mentor system” curriculum teaching system (combining enterprises and the university) is established to provide students with more educational resources for practical teaching.

According to the content of the Fundamentals of Management course, curriculum simulation practice and role-playing are carried out, and scenario scripts are written and filmed in combination with real-life scenarios. For example, students are asked to tell the important deeds of entrepreneurs who are winners of the “Reform Pioneer Medal” in contributing to national and social development, guiding college students to learn their entrepreneurial spirit. College students are encouraged to apply what they have learned, form correct outlooks on life, values, and career views, and contribute to the great rejuvenation of the Chinese nation.

4. The Teaching Optimization and Practice of Management Course Based on the “Integration of Professional and Innovative Education”

4.1 The Teaching Model of “Integration of Professional and Innovative Education”: Carrying Out Role-Swapping Simulation Teaching

In the teaching process of Management, role-swapping and role-playing are commonly used methods. Firstly, from the perspective of the flipped classroom, an interactive immersive teaching method is adopted to fully meet the personalized, differentiated, and continuous learning needs of students. Offline classes adopt case analysis and discussion learning activities based on scenario simulation and role-playing.

4.2 The Scenario Setting of “Integration of Professional and Innovative Education” is Conducive to Expanding the Enterprise Practice Platform

Entrepreneurial and innovative practice links are arranged in professional courses, such as enterprise visits. Meanwhile, middle and senior managers from enterprises are invited to give lectures in the classroom (i.e., “industry elites entering the classroom”), enabling real managers to communicate face-to-face with students. Through this interactive teaching method, students understand that in actual management, a small problem may affect the development of various aspects of the enterprise, which is not as simple as what they learn from textbooks. Emphasis is placed on discipline competitions to promote learning. Each semester, students are required to participate in provincial economic management case competitions, various marketing competitions, REP sand table simulation competitions, and other activities to improve their ability to apply theoretical knowledge to solve practical problems.

4.3 Deepening the Carrier of “Integration of Professional and Innovative Education” and Experiencing the Creation of Practical Scenario Scripts

According to the curriculum objectives of Management, through the sorting of knowledge modules, students form groups to create scenario scripts—one script for each module. The script is required to include knowledge points, scenario settings, existing problems, prominent

contradictions, and solutions to problems. The final link is the teacher's summary, which covers the key knowledge points of the module, reaffirms the theoretical knowledge points and practical skills, and completes the explanation of the module. In the process of performing the scenario scripts, students can deeply experience the key points of management positions, which is conducive to the improvement of students' professional skills, the deepening of theoretical knowledge, and the practical application of innovative abilities.

During the entire process of team creation, rehearsal, and performance, students independently divide their work and plan, actively combine real industry management cases to polish the plot, and break away from the passive learning mode of listening to lectures. The process of group collaboration polishing the script synchronously exercises communication, coordination, and innovative planning abilities. Immersive interpretation also allows students to intuitively perceive practical difficulties such as management decision-making and team communication, truly breaking down the barriers between classroom theory and workplace practice, and implementing the educational goal of deep integration of professional education and innovation and entrepreneurship education.

5. Conclusion

Under the dual background of new liberal arts construction and global economic and trade transformation, the "Integration of Professional and Innovative Education" in international business talent cultivation is not only an inevitable measure to respond to the national strategy and comply with educational reform but also a practical need to match market demand and optimize curriculum teaching. Taking the Management course as the core to promote the "Integration of Professional and Innovative Education" can not only provide a clear path for the talent cultivation of the International Business major but also offer referable practical experience for similar liberal arts majors to explore the "Integration of Professional and Innovative Education" model. Furthermore, it helps higher education better serve the construction of an innovative country and the development of opening-up.

Acknowledgments

This paper is supported by Zhejiang Provincial

Teaching Reform Project in 2025 (No. JGCG2025347).

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