The Path Choice of Effective Integration of Innovative Entrepreneurship Education and Professional Education in Application-oriented Universities

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Abstract: Deepening the reform of innovative entrepreneurship education in application-oriented universities is an urgent need for the country to implement innovation-driven development strategy and promote economic upgrading. Through the introduction of the status quo of innovation and entrepreneurship education in applied-oriented universities, this paper analyzes the problems existing in the integration of innovation and entrepreneurship education and professional education in applied-oriented universities, which mainly shows that policy and financial support are not in place and students do not understand the real meaning of innovation and entrepreneurship, of which the atmosphere is not formed, lack of innovation and entrepreneurship platform and the teaching staff of innovation and entrepreneurship, and proposes a path choice for the effective integration of the two on the existing problems.

Introduction

In recent years, public innovation continues to show a good momentum of development, as the important starting point for different regions of China to promote the kinetic energy conversion of new and old developments and glow new economic vitality during the thirteenth Five-Year. Deepening the reform of innovative entrepreneurship education in application-oriented universities is an urgent need for the country to implement innovation-driven development strategy and promote economic upgrading, and the G.B.F. [2015] No. 36, Opinions of the General Office of the State Council on Deepening the Reform of Innovative Entrepreneurship Education in Colleges and Universities issued by the State Council on May 4, 2015, specify the overall goal of innovation and entrepreneurship education in colleges and universities - to establish the integrated innovation and entrepreneurship education system in universities of sound class teaching, learning, practice combined, guidance and assistance, and culture lead till 2020. Applied undergraduate education is an important part of higher education, closely with the overall goal of the views, to promote the effective integration of innovative entrepreneurship education and professional education.

The Present Situation of Innovation and Entrepreneurship Education in Application-oriented Universities

The professional personnel training program in applied-oriented universities has opened innovative entrepreneurship courses

In the professional personnel training program in applied-oriented universities, the courses such as Careers Development and Guidance, and Basic knowledge of Entrepreneurship are added, which are mainly taught in the form of joint classes as the teacher has to face over 100 students in large class, difficult to reach the teaching effects of small classes. Professional courses and entrepreneurial courses are two different courses; many students think that the entrepreneurship course is taught by large class, like the optional course, which is assessed mainly by the form of big project at the end of each term resulting in indifference and lack of knowledge of entrepreneurship course of students.
The professional competition is performed in mot majors in application-oriented universities

In the different majors of application-oriented universities, there are the participations of different degrees involving the professional and entrepreneurship competitions, such as the municipal professional competition, the market industry survey and entrepreneurship competitions performed by the majors of international trade and marketing, the provincial professional competition like the ERP Sand Table Simulation Competition by marketing and business administration majors, and the international trade vocational skills competition participated by international trade major, but most students and teachers are temporarily teamed for short-term training on a competition, however, students are not clear of the direct relationship of the competition and innovation and entrepreneurship with the integration of the innovation and entrepreneurship in the professional competition not in place.

The application-oriented universities implement the undergraduate innovation and entrepreneurship training project declaration

The promotion of QE (quality engineering) project declaration in application-oriented universities, including the undergraduate Off-campus Training Base, undergraduate innovation and entrepreneurship training, experimental teaching demonstration center, and teaching resource sharing platform, is initiated by the office of academic affairs and is the responsibility of Entrepreneurship Academy. We find the enthusiasm of the participation of students is not high while we are promoting the declaration of the innovation and entrepreneurship training projects. With special convening of monitor, commissary in charge of studies for docking with professional teachers, few participating teams are established in the form of task. Class leaders respond that the attention of students is not focused as there are many matters after the class.

Problems in the Deep Integration of Innovative Entrepreneurship Education and Professional Education in Application-oriented Universities

Innovation and entrepreneurship education policy and financial support are not in place

The state and government education departments have already issued a series of policies and related implementation measures to support innovation and entrepreneurship education. Applied universities have gradually put innovation and entrepreneurship as an important indicator of professional personnel training objectives—the compulsory courses of students. However, in the actual operation level, innovation and entrepreneurship is not fully integrated into the professional education curriculum education system, with insufficient implementation of effective integration of innovation and education and professional education, coupled with lack of government-level funding support in most application-oriented universities, and most of the innovation and entrepreneurship education funds from self-financing, so a serious lack of innovation and entrepreneurship funds, resulting in incomplete infrastructure in the application-oriented universities, affecting the promotion of innovative entrepreneurship education, and the entrepreneurship education in application-oriented universities is still in the initial stage.

The students of application-oriented universities do not understand the real meaning of innovation and entrepreneurship

There have been schools to do a questionnaire survey to understand the opinion of students in innovation and entrepreneurship, and more than half of students believe that innovation and entrepreneurship is working during school to make money, mistakenly taken the work-study program as entrepreneurship; as for the question about the understanding of the school entrepreneurship education, one third of the students do not understand and almost half only understand a little. Now colleges and universities vigorously promote the declaration of quality engineering projects; through the presentation of undergraduate innovation and entrepreneurship project declaration method in class, the class with more than 50 people, few students are interested; as for the students of 13 class, several students went to the Small commodity market of Yiwu for
supply of goods after the introduction of project declaration with about 10 items from the declared groups; as for 14 class, only two groups declared and the participation power is insufficient with many factors, of which one is that they do not understand the essence and actual meaning of innovation and entrepreneurship.

The atmosphere of innovation and entrepreneurship in application-oriented universities is not formed

Most application-oriented universities are upgraded from vocational colleges or adult colleges with the professional training goals often identified as the training of the composite advanced application-oriented talents in the front line of the industry. They pay more attention to the needs of the employment in the industry, with direct docking of graduates with the industry enterprises. But taken the needs of industry directly as the targets to train students, they know the industry requirements but lack of the innovation and entrepreneurship literacy. Therefore, the innovation and entrepreneurship in application-oriented universities are generally not strong and most majors are still in the exploratory stage without obvious career consciousness and entrepreneurship. As the employment of students from application-oriented universities are difficult, universities are starting exploring the students career development path and propose that the innovative entrepreneurship is also an effective way to widen the employment, which, of course, is still in the employment level; as the innovation and entrepreneurship education lacks of the close link with the professional practices, the effective integration still has a long way to go.

The support platform in application-oriented universities is lack of construction

Innovation and entrepreneurship education has a strong practicality, with higher requirements to the practice conditions, but due to limited investment and various planning and construction of the application-oriented universities, resulting in insufficient practice environment and equipments. Practice conditions are mainly represented by the innovation and entrepreneurship support platform construction. In application-oriented universities, the innovation and entrepreneur support platform is partly built such as the participation of in-campus practice platform and competition activities; some majors have good off-campus practice platforms and professional community activities platforms, but the professional business service platforms in most majors are not built. So when promoting the innovation and entrepreneurship education, the application-oriented universities shall focus on the construction of the platform thereof, build the off-campus practice platform with the assistance of government agencies, industry associations, enterprises and institutions on the basis of effective performance of professional campus practice platform construction, participate in all kinds of innovative entrepreneurship contests and professional competitions host by industry associations, and promote the effective integration of innovation and entrepreneurship and professional educations through the establishment of professional community activities platform and professional business service platform.

Lack of teaching staff of innovation and entrepreneurship education in application-oriented universities

Innovation and entrepreneurship education work is generally better promoted by the teachers with actual experiences. Entrepreneurial practice teachers have a solid theoretical knowledge base and a wealth of entrepreneurial experiences, owning a “dual-teacher” qualification; however, in the application-oriented universities, due to short time of operation, the foundation is weak and the treatment for teachers is low; most teachers are young as they graduated from school, and joined the school teaching, with few business experiences and fewer entrepreneurial enterprises; so when performing the innovation and entrepreneurship education, it is difficult for universities to find suitable teachers, which is generally in charge by the class instructor or professional teacher who has little entrepreneurial education management concept and follows the textbook most of the time; the entrepreneurial education is mainly performed by class teaching, with few practical operations, social practices, business practices, entrepreneur lectures; therefore, the innovation and entrepreneur education comes apart from the education reform, professional education, without good integration
with talents program and the innovation and entrepreneur in application-oriented universities are still formal education.

The Choice of Construction Path of Innovative Entrepreneurship Support Platform in Application-oriented Universities

To win the support of government departments supporting policies and fully promote the development of innovation and entrepreneur education

Provincial and municipal education administrative departments, human resources bureau, social security department and other departments should be closely linked, with the joint issuance of a series of related documents, to encourage and promote the implementation of innovative business projects. To formulate and implement related policies from such links as the establishment of enterprises, business license application, entrepreneurship training and education, business site applications, and the relevant tax relief, respectively, assist undergraduates in entrepreneurship, administrative departments at all levels shall broaden the channels to set up undergraduate venture capital, providing the support of small funds and service for the undergraduate and citizenship interested in entrepreneur, and making the best of the existing network information platform, and education entity to collect entrepreneur, start-up projects and entrepreneurial information with guidance and support, as well as the provision of entrepreneur services, the performance of entrepreneurship evaluation, the initiation of such projects as the entrepreneurship education demonstration academy and entrepreneurship demonstration base construction project, and the establishment of favorable external environment to promote the development of innovation and entrepreneurship.

To create a harmonious atmosphere of innovation and entrepreneurship culture atmosphere and encourage undergraduates to start up their own business

Application-oriented undergraduate universities set up specialized institutions for innovation and entrepreneurship education, such as the establishment of Entrepreneurship Academy, for independent promotion of innovation and entrepreneurship matters and choose the teachers with entrepreneurship or work experience from each major for the teaching of the entrepreneurship courses; to extensively carry out entrepreneurship education and undergraduate entrepreneurship publicity in colleges and actively promote national and local policies and measures for innovation and entrepreneurship through college radio, website, We Chat Official Accounts and other media; to publicize new initiatives and new regulations for innovation and entrepreneurship in various places and colleges through college website or seminar; to regularly invite graduates to return to school to share the entrepreneurial process and successful experience, stimulate the entrepreneurial enthusiasm of students, and guide students to establish a correct outlook on life, entrepreneurial outlook and talent. To jointly promote the work of innovation and entrepreneurship education through creating a good atmosphere of innovation and entrepreneurship culture, and establishing a scientific concept of innovation and entrepreneurship.

To promote the integration of curriculum system, carry out the innovation and entrepreneurship education in a deep-going way

Application-oriented undergraduate universities take cultivating students’ awareness of innovation as the main thrust, with employment as orientation, centering on the improvement of overall quality and focusing on cultivating the practical ability of students, and build the interactive curriculum system with scientific methods. Professional curriculum system shall meet the needs of economic development, and shall put innovation and entrepreneurship courses into the professional training programs. The course system consists of three parts. First, entrepreneurship basic courses, such as the Business Basics and Careers Development and Guidance, generally open in sophomore year and junior year in the professional personnel training program; second, entrepreneurship practice courses, such as the Cross-border E-Commerce, Cross-border E-Commerce One-week
Experiment, training account registration, picture processing, product uploading, online store decoration and online sales and other skills with the Dunhuang network sales platform, and guiding students for cross-border e-commerce sales business; Third, matching interdisciplinary, such as Economics and Finance, supplementing the necessary knowledge of entrepreneurial practices. To carry out entrepreneurship education shall accelerate the construction of disciplines, emphasizing the combination of theory and practice, to inspire students on diligent thinking, and train students’ awareness of innovation and entrepreneurship by diversified class teaching methods.

To strengthen the construction of innovation and entrepreneurship support platform and construct the entrepreneurial practice environment

For professional education with the integration of the elements of innovation and entrepreneurship, the innovation and entrepreneurship support platform shall be built with all efforts. Consisting of: First, the association community platform. Community activities are an important part of undergraduate participation in extracurricular activities, for example, international trade major established the International Trade Association, through which major-related lectures, exchange activities are performed; second, professional competition platform. Participation in professional competition is conducive to cultivating students’ innovative entrepreneurial spirit and international trade major cultivating the international trade professional skills of students and participating in the professional skills competition is conducive to cultivating students’ team spirit and innovative spirit, and is an effective means to improve the overall quality of undergraduates; third, campus practice platform. The school training platform transforms the theory into practical operation, mainly the professional laboratories for training the professional skills of students, such as the document laboratory, documentary laboratory, customs declaration and inspection laboratory, foreign business correspondence laboratory and foreign trade freight forwarding laboratory, for training the practical skills of students such as document preparation, documentary, customs declaration and inspection, foreign business correspondence writing and freight forwarder, respectively; fourth, off-campus practice platform. Off-campus practice platforms are mainly the University and Enterprise Partners signed between the universities and enterprises, such as Cross-border E-commerce Teaching Cooperative Education Practice Base jointly built by our college and Dongguan Dunhuang Heguang Information Technology Co., Ltd., which may accept substituted post exercitation every year to provide a real training environment for students; Fourth, business service platform. To mainly provide guidance and services for undergraduate innovation and entrepreneurship, arrange lectures and provide the related service platforms.

To accelerate the construction of innovation and entrepreneurship teaching staff, and promote innovation and entrepreneurship education

With the promotion of college innovation and entrepreneurship work in an all-round way, a reasonably equipped innovative entrepreneurship team is the key to promote innovation and entrepreneurship education. Universities need to specially train a batch of Innovation and entrepreneurship teachers, who may be chosen from those of professional education or cultivated from professionals with industry and enterprise experiences, strengthening training from both theory and practice. Professional teachers shall maintain a keen industry senses, always grasp the industrial latest developments, and actively participate in industry, business practical activities in the front line. Under new circumstances, professional teachers may only integrate the concept of innovation and entrepreneurship in the professional courses if having pioneering and innovative consciousness, who are encouraged to go out and step into social practices to improve teaching skills and ability in practice. Universities may prefer the innovation and entrepreneurship teachers through the indicators such as the teacher establishment, wage and treatment, accommodation arrangement, professional title appraisal, and employment conditions, and guarantee the fast growth of the innovation and entrepreneurship teaching staff.
References


