

Research on Teaching Reform and Innovation of the Course “Innovation and Entrepreneurship Practice” under the Background of the Integration between Industry and Education

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Abstract: The integration between production and education spans the two major systems of education and industry. It is an important starting point for forming the supply side of talent cultivation and economic transformation and upgrading, and a key link for forming new productivity of talent cultivation. As far as the current situation is concerned, the integration between production and education is not widely used in the course of Innovation and Entrepreneurship Practice in colleges and universities, nor does it occupy a dominant position in teaching. Moreover, the teaching methods of teachers of innovation and entrepreneurship practice are relatively single, so it is difficult to carry out large-scale teaching reform and practice under this mode. Aiming at the existing problems, this paper puts forward the ways and methods of teaching reform of innovation and entrepreneurship practice course under the background of integration between production and education.

Keywords: the integration between industry and education; Innovation and entrepreneurship practices; Teaching reform

1. INTRODUCTION

Since the proposal of “widespread entrepreneurship and innovation” in 2014, universities have actively carried out innovation and entrepreneurship education. Gradually strengthen innovation and entrepreneurship education and training for college students, promote the entrepreneurship mentorship system in universities across the country, and include innovation and entrepreneurship education and practical courses in the compulsory course system of universities; Support universities and vocational colleges to deepen the integration between industry and education, and introduce enterprises to carry out productive internships and practical training. Integrating innovation and entrepreneurship education with professional education, opening up a

new talent cultivation model, optimizing the structure of talent quality, cultivating innovative talents that adapt to the characteristics of the new era, injecting vitality into higher education, and driving innovation in universities. With the continuous deepening of global economic integration, innovation and entrepreneurship have become important driving forces for promoting economic and social development. In order to cultivate talents with innovative spirit and entrepreneurial ability, countries have increased their investment and support for innovation and entrepreneurship education. In this context, the reform of innovation and entrepreneurship practice courses is particularly important^[1].

2. THE IMPORTANCE OF THE INTEGRATION BETWEEN INDUSTRY AND EDUCATION IN THE TEACHING OF “INNOVATION AND ENTREPRENEURSHIP PRACTICE” COURSE

The integration between industry and education refers to the in-depth cooperation between educational institutions (usually schools) and industry. The purpose is to integrate the actual needs and experiences of industry into the teaching process, thereby improving the quality and efficiency of education. The integration between production and education can take many forms, including but not limited to internship training, work-study alternation, order training, co-construction of laboratories or R&D centers, Industry-University-Research cooperation projects, etc. This method not only enables students to gain a learning experience closer to practical work, but also provides enterprises with the opportunity to directly contact potential employees, and promotes the construction of a bridge between academic research and industrial application^[2].

For students, the first is to improve their employment competitiveness: through the integration between production and education, students can get in touch with the latest industry trends and technological developments, which enables them to adapt to the

workplace environment more quickly after graduation. The second is to enhance practical skills: the integration between production and education usually includes practical learning activities, such as enterprise internships, project cooperation, etc. These activities help students master practical skills and transform theoretical knowledge into the ability to solve practical problems. The third is to cultivate professional quality: in the process of cooperating with enterprises, students can learn the professional ethics, teamwork ability and communication skills required in the workplace, which are indispensable parts of their future careers. For teachers, the first is to promote the innovation of teaching methods: close cooperation with enterprises urges teachers to constantly explore new teaching methods, integrate industry best practices into classroom teaching, and improve teaching quality. The second is to strengthen industry ties: the integration between production and education helps teachers to understand the cutting-edge technologies and development trends of the industry, which is not only conducive to the update of curriculum content, but also broadens teachers research horizons. The third is to improve personal career development: cooperation with enterprises may also provide more career development opportunities for teachers, such as participating in consulting projects of enterprises and serving as consultants.

At present, the talent cultivation of the "Innovation and Entrepreneurship Practice" course has significantly lagged behind the requirements of the integration between industry and education, and the reform and innovation of course teaching are urgently needed. How to effectively overcome the difficulties and problems in the past development process of "Innovation and Entrepreneurship Practice", so that the course can better adapt to the era of industry education integration, requires in-depth exploration^[3].

3. CURRENT SITUATION AND EXISTING PROBLEMS OF THE COURSE OF "INNOVATION AND ENTREPRENEURSHIP PRACTICE"

(1) Current status of the course "Innovation and Entrepreneurship Practice"

Universities are the base for cultivating talents. In recent years, various majors in universities have offered innovation and entrepreneurship courses. However, most of the innovation and entrepreneurship courses offered by majors belong to general innovation and entrepreneurship courses, which are not closely integrated with professional courses. The content related to innovation and entrepreneurship courses learned by students cannot be effectively integrated with current professional courses. At present, there are many problems with the innovation and entrepreneurship courses offered by most universities.

(2) Problems existing in the course of "Innovation and Entrepreneurship Practice"

Professional education is disconnected from innovation and entrepreneurship education. Professional education is inseparable from innovation and entrepreneurship education, and innovation and entrepreneurship separated from professional education are also not conducive to the cultivation of students innovative quality and entrepreneurial ability, which complement each other. At present, innovative courses pay attention to theory, lack of connection with majors, can't fully stimulate students enthusiasm for innovation and entrepreneurship, and it is difficult to achieve the expected educational goals. Innovation and entrepreneurship education under the background of the integration between production and education is not simply to train innovative thinking and cultivate entrepreneurial ability, but to integrate professional curriculum content into the teaching process, so as to realize the true integration between specialization and innovation. At present, professional education in colleges and universities pays more attention to students mastery of professional knowledge and skills, and does not integrate the knowledge and practice related to innovation and entrepreneurship. Although students have a certain understanding of innovation and entrepreneurship knowledge and ideas, they cannot effectively integrate innovation and entrepreneurship ideas with related professional knowledge^[4].

Curriculum construction standards and teaching effectiveness evaluation are not perfect. At present, the curriculum teaching demonstration group has not been built. Based on the overall situation, the comprehensive evaluation standard of applied undergraduate "Innovation and Entrepreneurship Practice" course teaching under the background of integration between production and education is not perfect from the five-in-one evaluation of students, teachers, schools, peers and society, and the multiple guarantee system of teaching effectiveness evaluation and supervision system is still lacking. The teaching evaluation system, such as the teaching supervision mechanism, is not perfect, and it is still in the exploratory stage. As a result, although students have excellent academic performance, they are difficult to be competent in practical work. Therefore, it is necessary to formulate more scientific and comprehensive evaluation standards to better adapt to market demand and industrial development.

The talent training model is rigid and insufficient innovation. At present, in the process of innovation and entrepreneurship education in colleges and universities, the traditional training mode is still the main one, and insufficient attention is paid to innovation and entrepreneurship practice education in talent training. It only combines professional courses and properly integrates some theoretical contents of innovation and entrepreneurship education, but does not develop practical courses, market innovation economy development trends, entrepreneurship

experience and lessons, etc., so it is impossible to implement effective innovation and entrepreneurship education practice guidance for students, and students innovation and entrepreneurship ability cultivation is impacted in the process of learning professional knowledge. The course teaching of Innovation and Entrepreneurship Practice is a course with strong combination of theory and practice. However, from the specific teaching, it is found that teachers seldom connect theory with practice when teaching the course content, and students practical operation ability is relatively weak. The practice of many colleges and universities still stays on the surface, mainly reflected in curriculum setting, teaching content, practice training and so on. If these links are not optimized, it will inevitably affect the quality and effect of classroom teaching. In order to effectively improve the teaching quality, we need to pay more attention to the teaching innovation. Only by carrying out teaching activities with students as the center can we achieve the teaching goal^[5].

Traditional teaching methods cannot meet the requirements of industry-education integration courses. Under the trend of teaching reform of integration between production and education, the traditional teaching mode can't meet the needs of cultivating innovative talents. At present, the innovation and entrepreneurship courses carried out by colleges and universities still adopt traditional teaching methods, students lack the opportunity and ability of independent exploration, and students participation in the classroom is low.^[6] Traditional teaching methods lack systematic teaching evaluation, take teachers as the center, ignore students dominant position, and lack two-way communication between teachers and students. In most cases, students passively accept the knowledge imparted by teachers. The course "Innovation and Entrepreneurship Practice" requires teachers to achieve comprehensive communication with students, with students as the main body, teachers guide students to discuss, and encourage students to complete the transmission of teaching content from the perspective of students. Therefore, the traditional teaching methods can't meet the requirements of the curriculum construction of "Innovation and Entrepreneurship Practice" under the current background of integration between production and education due to single teaching methods, backward teaching methods and imperfect teaching evaluation.

The assessment method is not comprehensive and unscientific. The traditional course assessment method of "Innovation and Entrepreneurship Practice" is often based on written examination, which mainly examines students mastery of theoretical knowledge. However, "Innovation and Entrepreneurship Practice" is a highly practical subject, and it is impossible to comprehensively evaluate students practical ability and

problem-solving ability only through written examination. The lack of assessment of practical links leads students to ignore the importance of practical application in course study, and can't effectively apply what they have learned to practical problems. At present, the course assessment method of Innovation and Entrepreneurship Practice often adopts a single written test form, which lacks diversity and flexibility. This assessment method can't comprehensively evaluate students knowledge mastery, skill application and attitude performance. At the same time, due to the single assessment method, students often only accept the assessment passively, lacking initiative and innovation. "Innovation and Entrepreneurship Practice" is a discipline that is constantly changing with the changes of market environment and enterprise practices. However, the current assessment methods often lack updates that keep pace with the times. The assessment content is often limited to traditional entrepreneurial theories and methods, and can't reflect the changes and trends of the current market, which makes students lack coping ability and innovative thinking when facing practical problems^[7].

4. THE REFORM AND INNOVATION PATH OF THE COURSE "INNOVATION AND ENTREPRENEURSHIP PRACTICE" UNDER THE BACKGROUND OF THE INTEGRATION BETWEEN INDUSTRY AND EDUCATION

(1) Deepen the school-enterprise cooperation mechanism

School-enterprise cooperation is one of the core modes of the integration between production and education. Through the close cooperation between schools and enterprises, it jointly promotes the teaching reform of the course of Innovation and Entrepreneurship Practice^[8].

First, cooperate to build a school-enterprise training base. Both schools and enterprises jointly invest in the construction of training bases to simulate the real industrial environment and provide students with a platform for practical operation. For example, jointly build "Innovation and Entrepreneurship Incubation Park" and "Zhongchuang Space", so that students can experience the entrepreneurial process and accumulate entrepreneurial experience in a real entrepreneurial environment. On the one hand, by establishing an innovation and entrepreneurship education practice base on campus, guiding students to set up companies independently, and providing students with professional teacher guidance services, students can intuitively understand the operation of enterprises, understand the management ideas of enterprises, and master the organizational structure and daily management of enterprises; On the other hand, by guiding students to participate in multiple levels of college students entrepreneurial projects and organizing students to study in enterprises, students entrepreneurial initiative can be improved in a progressive way; Of course, schools can also develop

off-campus students entrepreneurial practice bases, maintain cooperation with enterprises, organize students to go deep into their posts to feel a strong entrepreneurial atmosphere, and promote the improvement of students entrepreneurial practice ability.

The second is to jointly formulate talent training programs. Colleges and universities and enterprises jointly formulate talent training programs according to industrial needs to ensure that the teaching content is closely connected with the actual industry. Both parties participate in curriculum design, textbook compilation, teaching implementation and other links to ensure that students can master cutting-edge knowledge and skills in the industry.

The third is to carry out the implementation of the enterprise mentor system. Combine inside and outside the school to establish a high-quality "double-qualified" innovative education teacher team. In the new era, the team of college students innovation and entrepreneurship instructors should be equipped with professional teachers to continuously improve the curriculum quality. Invite enterprise experts, technical backbones, etc. as part-time teachers or course tutors to deeply participate in the teaching of the course "Innovation and Entrepreneurship Practice". Enterprise tutors can not only impart practical experience and technical skills, but also further provide students with help in career planning and entrepreneurial guidance.

(2) Develop curriculum based on task orientation

The course "Innovation and Entrepreneurship Practice" is based on task-oriented development curriculum, which means that the design and implementation of the course will closely focus on the actual innovation and entrepreneurship tasks. This development method emphasizes practicality and application, which helps students to better understand and apply theoretical knowledge related to entrepreneurship and management, and improve their ability to solve practical problems. First, determine the course objectives. Define the core competencies to be cultivated in the course, such as identification of entrepreneurial opportunities, types of entrepreneurial risks, selection of entrepreneurial projects and writing of business plans, etc. These competencies should be closely related to the actual work needs of innovation and entrepreneurship. Second, design teaching tasks. According to the curriculum objectives, design a series of teaching tasks. For example, for business plan writing, case analysis, group discussion and other methods can be used. Third, organize practical activities. In order to enable students to better apply what they have learned, some practical activities can be organized, which should be linked with teaching tasks, so that students can deepen their understanding of innovation and entrepreneurship in practice. The development of task-oriented innovation and entrepreneurship practice curriculum is helpful to

stimulate students learning interest and initiative, and improve their practical ability and innovative ability^[9]. (3) Give full play to the leading role of innovation and better implement the integration between production and education

The integration between industry and education refers to the in-depth cooperation between industry and education, aiming at cultivating high-quality talents that meet market demand. Innovation plays a vital role in the integration between production and education, and can promote changes in educational models, curriculum contents, teaching methods, etc., so as to better meet the needs of economic and social development. Through innovative educational concepts, integration mode of production and education, curriculum system and teaching methods, talent training mechanism, and measures to strengthen policy support and international exchanges and cooperation, we can promote the continuous and in-depth development of integration between production and education, and provide strong talent support and intellectual guarantee for economic and social development.^[10]

5. CONCLUSION

Innovation and entrepreneurship practice course belongs to the core component of innovation and entrepreneurship education system in colleges and universities, which can help students form innovative spirit and entrepreneurial ability. Under the background of deepening the integration between production and education, the traditional educational concepts, teaching contents and teaching methods basically can't meet the actual needs of innovation and entrepreneurship courses, so it is necessary to innovate them to improve the teaching quality of innovation and entrepreneurship practice courses, so as to give full play to the supporting role of integration between production and education and educate people, and make college students innovation and entrepreneurship practice ability be efficiently cultivated and exercised.

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