

Exploration of Entrepreneurship Education Model and Practice in Five-Year Integrated Vocational Education Stage

Jianhua Jing*

Beijing Business School, Beijing 100165, China

*Corresponding author: Jianhua Jing, jingjianhua978@126.com

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Abstract: Against the backdrop of the “20 Articles of Vocational Education,” how to promote high-quality vocational development, build a comprehensive, adaptive, and targeted entrepreneurship education model, promote student employment and entrepreneurship, and improve the quality of talent cultivation has become an important issue in the talent cultivation of five-year vocational colleges. This article takes students in the five-year integrated vocational education stage as the research object, starting from the development of the industrial economy, talent employment competitiveness, and students’ innovation ability, to expound on the practical significance of entrepreneurship education. Combining top-level design, curriculum setting, faculty strength, and practical bases, it analyzes the problems existing in and explores the entrepreneurship education model and practical strategies in the five-year integrated vocational education stage from four aspects: transforming vocational education concepts, classifying and constructing curriculum systems, attaching importance to the construction of entrepreneurial and entrepreneurial faculty, and relying on multi-party collaborative platforms.

Keywords: Five-year consistent system; Vocational education stage; Entrepreneurship education; Practice

Online publication: October 25, 2024

1. Introduction

The starting point of the five-year integrated vocational education system is junior high school graduates, which is an integrated training model for secondary and vocational education. Students receive vocational education in the same location and environment, and after five years, they can obtain a full-time college diploma ^[1]. The five-year integrated training model has integrated the curriculum of secondary and higher vocational education, conforms to the laws of students’ physical and mental development, and adapts to the needs of social, economic, and industrial development. In 2019, China issued the “Implementation Plan for National Vocational Education Reform,” which clearly emphasizes that vocational colleges should attach importance to entrepreneurship education and guidance, cultivate students’ entrepreneurial awareness and

spirit, and lead them onto the path of independent entrepreneurship and development ^[2].

2. The practical significance of optimizing the entrepreneurship education model in the five-year integrated vocational education stage

Under the strategy of innovation-driven development and fierce employment competition, entrepreneurship education is the foundation for the future entrepreneurial development of students in the five-year integrated vocational education stage, and its main significance is reflected in three aspects ^[3].

2.1. Promote the development of regional industrial economy

Entrepreneurship education is a driving force for regional economic development and industrial transformation. Entrepreneurship is a new driving force for social prosperity and economic growth, as well as one of the ways for individuals to make career leaps and realize their personal value. Under the new normalization of the economy, China's industrial structure adjustment, coupled with the popularization of artificial intelligence, big data, and Internet of Things technologies, has led to the emergence of many new industries and fields in society. The demand for innovation and entrepreneurship continues to increase, and entrepreneurs are facing new historical development opportunities and challenges ^[4]. The five-year integrated system is an important model for cultivating high-quality and high-tech talents. Optimizing the entrepreneurship education model in higher vocational education is not only necessary for cultivating talents' entrepreneurial abilities but also for the development of the times and regional industrial economy. In the five-year integrated vocational education stage, by improving the quality of entrepreneurship education, schools can create a good environment for entrepreneurship education and services, allowing students to connect their knowledge and technology with the market, enhance their entrepreneurial awareness and ability, and bring new vitality to regional economic and industrial transformation and development.

2.2. Enhance the competitiveness of talent in employment

Entrepreneurship education is the foundation for talent to accumulate employment capital and improve competitiveness ^[5]. Entrepreneurship education has strong practicality. By conducting entrepreneurship education, schools can cultivate students' entrepreneurial awareness, entrepreneurial spirit, and practical abilities, enabling them to understand the essence, reasons, and core elements of entrepreneurship, develop an optimistic, confident, and cooperative attitude towards life, tap into students' intrinsic potential, improve their entrepreneurial qualities and abilities, and lay a foundation for graduates to achieve independent entrepreneurship and employment ^[6]. Vocational education focuses on training students' practical skills. In the five-year integrated vocational education stage, by optimizing the entrepreneurship education model, the school can promote the deep integration of entrepreneurship education and talent cultivation, pay attention to students' entrepreneurial needs and ideas in learning, comprehensively encourage and support their entrepreneurship, provide feasible development suggestions to students with entrepreneurial potential, and improve their comprehensive entrepreneurial quality and employment competitiveness ^[7].

2.3. Cultivate students' innovative ability

Entrepreneurship education is an important way for schools to cultivate students' innovative abilities. Entrepreneurship education has systematic characteristics, including curriculum carriers, practice carriers,

and competition carriers. Schools mainly cultivate students' innovation and entrepreneurship abilities by setting courses, conducting practical activities, and organizing innovation competitions ^[8]. In the five-year integrated vocational education stage, by optimizing the entrepreneurship education model, the school can coordinate multiple educational resources, adopt methods such as government-school-enterprise collaboration, and industry education integration, develop more entrepreneurship education resources that are suitable for students' actual situations, provide various practical exercises and innovative competition platforms, enable students to have a clear understanding of market conditions and entrepreneurial prospects, broaden their horizons, stimulate their enthusiasm for innovation and entrepreneurship, cultivate their awareness of daring to take risks, explore boldly, innovate, and gradually cultivate students' innovation ability ^[9].

3. Problems in the entrepreneurship education model of the five-year integrated vocational education stage

3.1. Lack of top-level planning and design

The entrepreneurship education in the five-year integrated vocational education stage lacks systematicity. In terms of talent cultivation, some schools still focus on basic cultural qualities, basic practical abilities, and specialized practical skills, neglecting the cultivation of students' entrepreneurial concepts, qualities, and abilities ^[10]. The entrepreneurship education system lacks rationality and is incompatible with the talent cultivation process. In the five-year integrated vocational education stage, schools have an insufficient understanding of entrepreneurship education, often referring to the entrepreneurship education programs of vocational colleges and undergraduate colleges. The educational goals are relatively vague, and the level of five-year integrated education cannot be accurately positioned, making it difficult to reflect the characteristics of integrated education. Even entrepreneurship education is equated with employment and entrepreneurship guidance courses and lectures, and the top-level planning and design lack systematicity.

3.2. The course schedule is not reasonable enough

The arrangement of entrepreneurship education courses in the five-year integrated vocational education stage lacks rationality. The course sequence arrangement is unreasonable. When setting up entrepreneurship education courses, some schools directly set up career planning and employment entrepreneurship courses in the first semester of vocational education, which makes it difficult to fit students' cognitive rules ^[11]. The teaching methods of the course are not reasonable enough. In innovation and entrepreneurship courses, some teachers focus on imparting theory, and the teaching methods lack specificity, making it difficult to meet the learning needs of five-year vocational college students. Professional education is the core of the five-year integrated system, but some schools have not yet combined professional education with entrepreneurship education. Entrepreneurship knowledge and skills are rarely included in professional courses, and the connection between entrepreneurship course content and students' professional skills is insufficient.

3.3. Weakness in the entrepreneurship and innovation teaching staff

The strength of double-quality teachers in the five-year integrated vocational education stage is relatively weak ^[12]. Entrepreneurship education requires teachers to have sufficient theoretical knowledge reserves, as well as rich entrepreneurial experience and expertise. However, during the five-year integrated vocational education stage, some schools have not yet established professional teaching teams for entrepreneurship courses. Some

entrepreneurship teachers are class teachers and moral education course teachers, who have an insufficient grasp of entrepreneurship education concepts and policies, lack experience in enterprise work and market entrepreneurship, and can only simply carry out entrepreneurship theory knowledge teaching. Their ability to guide entrepreneurship practice is lacking.

3.4. The construction of practical bases lags behind

The construction of entrepreneurship education bases in the five-year integrated vocational education stage lags behind. Entrepreneurship education cannot be separated from the support of practical platforms and bases. However, during the five-year integrated vocational education stage, some schools lack sufficient connections with enterprises and fail to fully integrate teaching resources from the government, schools, and enterprises, making it difficult to establish and provide good entrepreneurial practice conditions. This leads to students being limited to learning entrepreneurial theory and having limited opportunities for entrepreneurial practice, which is not conducive to cultivating their entrepreneurial practical literacy.

4. Practical strategies for entrepreneurship education model in the five-year integrated vocational education stage

4.1. Transforming the concept of vocational education and clarifying the goals of entrepreneurship education

In the five-year integrated vocational education stage, schools should combine the characteristics of the long-term education system with the mission of cultivating high-tech talents, transforming vocational education concepts, reasonably planning vocational entrepreneurship education programs, establishing self-regulation mechanisms that adapt to social and economic development and talent cultivation characteristics, and adjust the entrepreneurship education system in a targeted manner based on the characteristics and advantages of the five-year program. Firstly, schools should strengthen the top-level design of entrepreneurship education following the requirements of vocational education reform, integrate entrepreneurship education into the concept of talent cultivation, and use various educational stages to cultivate students' entrepreneurial qualities and abilities, such as decision-making, independent work, interpersonal communication, risk-taking spirit, innovation consciousness, teamwork, etc.

Secondly, teaching and research personnel should consider the long-term education system and the age characteristics of students and systematically plan entrepreneurship education work based on the physiological and psychological development laws of students. They should comprehensively analyze the resources of professional education on campus and practical education outside of campus, develop integrated curriculum resources for vocational and creative education, carry out the construction of entrepreneurial teachers and practical platforms, and integrate entrepreneurship education into the entire growth process of vocational college students. Starting from the construction of entrepreneurial knowledge, they should establish a creative and autonomous learning concept and cultivate their innovative spirit and entrepreneurial ability. Additionally, teachers should have a correct understanding of the concept of entrepreneurship education, clarify the differences between entrepreneurship practice, simulated entrepreneurship, and entrepreneurship education, and regard the establishment of a systematic entrepreneurship education system as an important task. They should use experiential education models to cultivate students' entrepreneurial awareness, stimulate their entrepreneurial enthusiasm, innovation spirit, and entrepreneurial ability, and thus play the role of

entrepreneurship education, allowing students to make independent entrepreneurship a new choice for career development.

4.2. Classification-based construction of curriculum system, implementation of specialized and innovative integrated education

Firstly, schools should classify and construct an entrepreneurship education curriculum system based on the characteristics of five-year integrated vocational college students, progressively cultivate entrepreneurial abilities, and provide a foundation for the development of students' entrepreneurial knowledge, literacy, and abilities. One of the ways to achieve this is through an entrepreneurship enlightenment course for all students. Schools can combine local entrepreneurial figures to develop modern workplace and entrepreneurship school-based courses. The course goal is to enable students to understand entrepreneurship and cultivate correct entrepreneurial values and directions. Next is focusing on students with innovative potential and spirit, mainly setting up public basic courses such as "Career Planning" and "Employment and Entrepreneurship Guidance," to enable students to understand the characteristics, elements, and main skills of entrepreneurship. The third is to provide Network for Teaching Entrepreneurship (NFTE) education courses and e-commerce operation entrepreneurship courses for students with entrepreneurial ideas and plans so that students can understand the entrepreneurial process and practical steps. The goal is to combine entrepreneurial theory with project practice and equip students with entrepreneurial qualities and skills.

Secondly, schools should attach importance to the integration of entrepreneurship education design with professional education. There are various types of majors in the five-year integrated program. Schools can offer elective courses or lectures based on the characteristics of the majors and also encourage teachers to integrate professional education with entrepreneurship education courses. In the design of professional courses, teachers can use the idea of combining industry, academia, and research to add entrepreneurship expansion modules, integrating innovation and entrepreneurship awareness, thinking methods, and cases into professional courses, and expanding professional teaching content ^[13]. In designing professional practice courses, teachers should adopt an approach that combines professional practice with a minor in entrepreneurship. This involves designing elective courses for entrepreneurship training within professional fields and selecting students who are interested in entrepreneurship. The aim is to help students develop their practical skills, engage with innovative application problems related to their professional skills, cultivate exploration and problem-solving abilities, and stimulate their entrepreneurial potential during professional training ^[14].

4.3. Pay attention to the construction of entrepreneurship and innovation teachers, and introduce part-time mentors from society

Based on the characteristics of five-year integrated vocational college students, schools should attach great importance to the construction of a team of entrepreneurial teachers, adopt internal training and external introduction methods, and form specialized and socialized entrepreneurial course teams to ensure that the teaching staff have sufficient entrepreneurial theory and practical experience ^[15].

Firstly, schools should develop a regular entrepreneurship education and training plan. The academic affairs office can take advantage of the Internet to establish grid and professional training topics and use online forums, online training, online teaching research, and other methods to improve the practicability and flexibility of entrepreneurship and innovation education and training. In addition to the Internet, schools should make good use of innovation and entrepreneurship competitions and school-enterprise cooperation platforms

to encourage teachers to participate in frontline entrepreneurship and guidance work, so that they can conduct enterprise research work in practice, accumulate experience in enterprise operation and management, and develop personalized training programs according to different teacher situations, providing targeted academic research and exchange conditions, and improving their professional competence.

Secondly, schools should establish incentive mechanisms for entrepreneurship education. Schools should establish a reward mechanism for teaching research and reform, encourage teachers to carry out teaching research and innovation work, incorporate practical achievements and work performance into the scope of teacher performance assessment, evaluation, and excellence, and motivate them to improve their teaching level and quality.

4.4. Relying on multi-party collaborative platforms to optimize the entrepreneurial practice system

Schools should strengthen their connections with the government, other educational institutions, and enterprises, establishing a practical teaching system based on government-school-enterprise collaboration, entrepreneurial competition practices, and achievement incubation platforms. Firstly, schools should play a good coordinating role and build a platform for collaborative practice between government, schools, and enterprises. In the context of the 20-point vocational education policy, schools should actively seek government policy support, invite large, medium, and small enterprises, industry organizations, and makers to participate, pay attention to the combination of regional industries and professional education, establish collaborative innovation practice platforms, integrate industrial projects, professional education, and entrepreneurship education, and cultivate students' hands-on operation and entrepreneurship abilities.

5. Conclusion

In summary, building a comprehensive and all-round entrepreneurship education system is related to regional economic development, industrial transformation and development, talent employment competitiveness, and innovation ability cultivation, and profoundly affects the reform process of higher vocational education. Therefore, in the five-year integrated vocational education stage, it is necessary for schools to deeply implement vocational education reform policies, place entrepreneurship education in an important position in talent cultivation work, and create a good employment education environment through strengthening top-level planning and design, establishing a characteristic entrepreneurship curriculum system, building a diverse team of entrepreneurial teachers, optimizing the entrepreneurship practice service system, etc., making entrepreneurship education a driving force for talent growth and development, and cultivating talents with sustainable development capabilities for regional economic and industrial development.

Disclosure statement

The author declares no conflict of interest.

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