

Research on the Integration of Innovation and Entrepreneurship Education with the Cultivation of Talents in Higher Vocational Business Administration Major

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Abstract: The integration of innovation and entrepreneurship education with the training of business administration professionals is an important measure to promote innovation-driven development and promote the comprehensive reform of higher education. Higher vocational students with new ideas, new knowledge, and new skills, are the main force of innovation and entrepreneurship. Integrating innovation and entrepreneurship education into the training of business administration professionals can effectively stimulate students' self-confidence in innovation, cultivate students' ability in innovation and entrepreneurship, guide students to overcome problems in entrepreneurship, and make them serve society while realizing their value. This paper analyzes the problems existing in the integration process of innovation and entrepreneurship education and vocational business administration professional talent training and then discusses the effective path to cultivate the innovation and entrepreneurship ability of vocational business administration students, hoping to play a certain role in promoting the current vocational education reform.

Keywords: Higher vocational education; Business administration; Innovation and entrepreneurship; Teaching reform; Strategy research

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1. The problems in the process of innovation and entrepreneurship education for business administration majors

1.1. The curriculum design is not comprehensive

To integrate the training of business administration talents with the education of innovation and entrepreneurship, the major of business administration needs to build a curriculum system that integrates the content of innovation and entrepreneurship^[1,2]. The major of business administration aims at cultivating managerial talents for modern enterprises. The course system should be updated and developed continuously with the development

of the era and technological update, and reflect the innovation and entrepreneurship policy, economic situation and technological update so that the course system can better match the training requirements of business administration talents^[3]. At present, higher vocational colleges have not yet incorporated sufficient elements of innovation and entrepreneurship into the construction of the curriculum system of business administration. The connection between innovation and entrepreneurship curriculum system and professional curriculum is weak, coupled with the lack of general textbooks for innovation and entrepreneurship courses, which leads to insufficient curriculum and textbook content depth of innovation and entrepreneurship, which gradually reduces students' interest and affects the realization of innovation and entrepreneurship education goals.

1.2. The practice is not outstanding

Innovation and entrepreneurship education is highly practical. To do a good job in innovation and entrepreneurship education, teachers need to provide students with space to fully carry out innovation and entrepreneurship activities^[4-6]. Mass maker Spaces and incubation bases for innovation and entrepreneurship projects all serve the practical education of innovation and entrepreneurship. However, ways to activate the mass maker space and how to incubate high-quality innovation and entrepreneurship projects are still important issues to be explored in higher vocational education at present. As a business major, how to let students fully participate in innovation and entrepreneurship activities is an important issue for teachers to think about. At present, the innovation and entrepreneurship practice education of business administration major in higher vocational colleges: first, the off-campus practice base needs to be further improved, and the school has not invested more funds in the construction of the double innovation base. Second, there are few entrepreneurial skills competitions, which will affect the development of some students with innovative ideas and innovative potential, resulting in their talents not being displayed.

1.3. Lack of qualified teachers

The lack of innovation and entrepreneurship education ability of business administration teachers is also an important factor plaguing the development of innovation and entrepreneurship education^[7]. Teachers of professional courses are generally devoted to teaching and have no practical experience in innovation and entrepreneurship. As a result, their practical literacy in innovation and entrepreneurship is insufficient, and thus they are unable to provide students with thoughtful and feasible suggestions for innovation and entrepreneurship education. The research of professional teachers on innovation and entrepreneurship education is not deep enough, and their professional level, the cultivation of students' skills and the exercise of students' practical ability need to be improved. In addition, some teachers adopt a single teaching method, which cannot effectively communicate with students in teaching, thus affecting the cultivation of innovation and entrepreneurship ability.

2. Higher vocational education to strengthen innovation and entrepreneurship teaching system construction countermeasures

2.1. Strengthening the construction of innovation and entrepreneurship practice bases

Business administration course teachers should guide students to participate in the practice of innovation and entrepreneurship, let them go to the mass innovation space and innovation and entrepreneurship incubation base to understand innovation and entrepreneurship policies, share market information, and accumulate entrepreneurial experience^[8,9]. In the construction of mass maker space and innovation and entrepreneurship

incubation base, higher vocational colleges should help business administration students understand market information and policy development by strengthening services such as policy interpretation, project research, skill training and practice, which will help them adapt to the entrepreneurial environment and carry out innovation and entrepreneurship activities with their professional knowledge. The innovation and entrepreneurship practice base should have a perfect innovation and entrepreneurship support system, effectively support students to carry out innovation and entrepreneurship practice, support students to obtain good innovation and entrepreneurship experience, and introduce potential higher vocational students and innovation and entrepreneurship projects to the entrepreneurship training and incubation base, so that students can experience the fun and passion of entrepreneurship.

Higher vocational colleges also need to actively introduce innovation and entrepreneurship resources from outside the school into the school, such as communicating with local enterprises, inviting entrepreneurs and alumni to the school to give speeches on innovation and entrepreneurship, and introducing the entrepreneurial process and experience. Qualified colleges and universities can also introduce enterprise projects into the mass maker space, so that students can participate in the development of enterprise projects, effectively cultivate students' innovation and entrepreneurship ability, and stimulate students' innovation and entrepreneurship enthusiasm. In addition, higher vocational colleges can strengthen the construction of innovation and entrepreneurship skills competitions, simulate entrepreneurship scenarios, and use skills competitions as the medium to expose students to innovation and entrepreneurship activities, broaden their ideas, and let them work out more scientific and reasonable entrepreneurship plans. For some initially formed entrepreneurial projects with potential for development, the school and the government will support and assist the projects to be implemented. At the same time, colleges should also actively use the strength of the society and the government to build entrepreneurship parks and incubators, and use them as bases for innovation and entrepreneurship.

2.2. Optimizing the construction of online education resources for innovation and entrepreneurship

Internet resources will become an important force for business administration majors to carry out innovation and entrepreneurship education reform. The Internet will provide students with more abundant innovation and entrepreneurship education resources. For the cultivation of innovation and entrepreneurship ability, Internet resources allow students to fully understand market development, understand the typical entrepreneurial cases, and create a platform for the exchange and sharing of innovation and entrepreneurship experience. Teachers of management courses should step up the construction of Internet education resources for innovation and entrepreneurship, combine professional knowledge, and enable students to form a deeper understanding and more intuitive judgment of innovation and entrepreneurship through typical entrepreneurial cases^[10-12].

Business administration teachers should actively use the Internet education model to promote the reform of teaching methods so that professional course teaching and innovation and entrepreneurship education are more organically integrated. For example, colleges and universities can introduce mixed teaching, explain professional knowledge to students in class, and let students learn about innovation and entrepreneurship activities through the Internet platform after class, so that they can think more fully after class, which is of great significance for students to strengthen innovation and entrepreneurship literacy. For another example, teachers can use the Internet platform to organize some small innovation and entrepreneurship practice activities, such as allowing students to build new media accounts and carry out online live broadcasting activities. This kind of innovation and entrepreneurship activity has low cost and high feasibility, which can help students strengthen

their innovation and entrepreneurship ability. Business administration majors in higher vocational colleges should improve the Internet course standards, regard the construction of Internet courses as a long-term work, promote the construction and reform by evaluation, and constantly improve the relevant course construction system and deepen the teaching reform according to the course construction standards. The construction of online course resources needs to coordinate the resources of all parties and inter-school cooperation. Inter-school cooperation aims at realizing common interests, and the two sides jointly carry out education and industry practice and assume corresponding responsibilities and obligations.

2.3. Improving the quality of teaching staff for innovation and entrepreneurship

First of all, it is necessary to strengthen teacher training and improve the innovation and entrepreneurship education ability of business administration teachers ^[13]. Schools should improve the enterprise internship system for teachers, arrange for some teachers to have full-time internships as planned every academic year, encourage teachers to carry out innovation and entrepreneurship practice activities, organize teachers to carry out innovation and entrepreneurship research, strengthen process management, and improve teachers' innovation and entrepreneurship literacy. Only teachers can create characteristic courses and integrate the elements of innovation and entrepreneurship into the teaching of professional courses. Schools should give preference to double-qualified teachers in the evaluation of professional titles, assignment of teaching tasks, payment of performance salary and other aspects, and speed up the construction of innovative and entrepreneurial teachers through the incentive system. In a word, colleges should strengthen the construction of innovation and entrepreneurship teachers, to improve the level of school running and cultivate more outstanding talents for the society.

Secondly, higher vocational colleges should continue to promote the construction of part-time teachers, recruit entrepreneurs with innovation and entrepreneurship experience in a planned way, and use their rich entrepreneurial experience to guide project construction. Entrepreneurs can provide effective guidance on innovation and entrepreneurship practice education, imperceptibly convey the professional spirit and career concepts to students, integrate innovation and entrepreneurship into business administration curriculum knowledge, and influence and edify students with innovation and entrepreneurship. Part-time teachers from enterprises have a better understanding of the market, are more familiar with enterprise operation and management, and combine enterprise management mode with post requirements to effectively improve the quality of course construction. At the same time, part-time teachers can also lead students to participate in a variety of work practice activities, so that students can better understand the job. Finally, students can further deepen their understanding of innovation and entrepreneurship through the practice before graduation and the writing of graduation thesis.

2.4. Adjust innovation and entrepreneurship education based on economic development trends and policies

First of all, when carrying out innovation and entrepreneurship education, business administration majors in higher vocational colleges should design innovation and entrepreneurship courses according to the policies of government departments on innovation and entrepreneurship and the development trend of the market. Moreover, they should also contact local economic development, focus on the characteristics of economic development and the actual situation of industrial structure adjustment in the region where the colleges are located, and carry out characteristic innovation and entrepreneurship education ^[14,15]. Usually, the government gives certain encouragement and support to the key industries. Teachers of business administration can put

forward innovative and entrepreneurial projects of practical significance in combination with the government's industrial development guidelines, or sort out typical innovative and creative cases, and carry out innovation and entrepreneurship education for the industrial chain around the major national strategy, the layout of regional key industries and the needs of enterprises.

At present, there is a mismatch between the supply of talent in higher vocational colleges and the demand for talent in enterprises. There is a big gap between the knowledge level and skill level of students in higher vocational colleges and the post needs of enterprises. Therefore, higher vocational colleges must analyze the job needs, organically combine the latest knowledge and skills needed in the production of enterprises, and constantly optimize the talent training program, curriculum, and teaching staff, so that students can cultivate the professional quality and professional ethics required by the company.

Innovation is the inexhaustible driving force for the progress of human society, and the cultivation of innovation ability is the top priority of today's talent training work. Higher vocational colleges should attach importance to cultivating students' innovation consciousness and innovation ability. Through school-enterprise cooperation, students can better connect with the industry and enterprises, make full use of enterprise resources, and cultivate students' innovation abilities. Higher vocational colleges can actively introduce enterprise resources and absorb senior employees to create an atmosphere that stimulates students' innovation and entrepreneurship. At the same time, schools can set up "innovation and entrepreneurship scholarships" to help potential vocational students realize their dreams. Vocational colleges can refer to the talent training mode of "integration of industry and education", give full play to their advantages, integrate social resources, strengthen communication and contact with enterprises, improve the operation mechanism of enterprises, so that students can have a clearer understanding of the establishment, management and operation process of enterprises, and lay a solid foundation for vocational students' entrepreneurial work. It is also necessary for teachers of business administration courses to encourage students to participate in vocational skills competitions, to strengthen students' innovation ability through skills competitions and lay a solid foundation for their growth.

3. Conclusion

In a word, integrating innovation and entrepreneurship education into the training of business administration professionals in higher vocational colleges in the new era has important practical significance for improving the quality of business administration personnel training and promoting the reform of business administration. This measure not only meets the current development needs of innovation and entrepreneurship education but also provides students with a new path of life development, which is of positive significance for them to adapt to the fierce competition and cruel market environment. Higher vocational colleges must improve the construction of innovation and entrepreneurship practice bases, improve the quality of innovation and entrepreneurship teachers, promote the organic integration of innovation and entrepreneurship education with professional course teaching, create a good entrepreneurial environment and platform for students, and implant entrepreneurship education and entrepreneurial ideas into students' minds. Entrepreneurship education cannot be rushed, and it should be gradual. Innovation and entrepreneurship education in higher vocational colleges should face the future, pay attention to the cultivation of students' basic quality and professional skills, and create a good entrepreneurial atmosphere and platform for students.

Disclosure statement

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