

Research on the Educational Ecosystem of “Professional Entrepreneurship Integration” in Colleges and Universities

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Abstract: This research solves the existing problems by scientifically examining the integration of professional education and entrepreneurship education in colleges and universities, based on the immersive innovation and entrepreneurship education purpose of “oriented to all, based on profession, strengthening practice, and running through the whole process of talent training”, based on the theory of educational ecosystem to build a university “professional entrepreneurship integration” educational ecosystem, based on the theory of the educational ecosystem to construct a “professional innovation integration” education ecosystem in colleges and universities, explore the thinking integration mode, practice integration mode, and faculty in the integration of specialization and innovation from the four aspects of specialized courses, specialized practice, specialized teachers, specialized platforms convergence mode, and platform convergence mode, exploring the organic integration model of professional education and entrepreneurship education. This research provides new ideas and new methods for the organic combination of professional education and entrepreneurship education in colleges and universities, it is a useful attempt to enrich and improve the development paradigm of “professional entrepreneurship integration”, and is of great significance to deepen the reform of higher education and the development of universities.

1. Introduction

Driven by “mass innovation, mass entrepreneurship”, the development of innovation and entrepreneurship education in colleges and universities is in full swing. The purpose of entrepreneurship education is to cultivate students’ innovative thinking and entrepreneurial abilities; Professional education emphasizes that students master the special skills of the major they are

studying[1].Entrepreneurship education and professional education, cooperation will win-win, and separation will hurt both[1].In the process of talent training in colleges and universities, how can entrepreneurial education and professional education be organically integrated, all-round integration runs through the entire talent training system, become the focus of college teaching reform. The General Office of the State Council stated in the Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions: “All colleges and universities should promote the organic integration of professional education and innovative entrepreneurship education according to the orientation of talent training and the requirements of innovative entrepreneurship education”. The Opinions pointed out the reform direction for the organic integration of professional education and entrepreneurship education in colleges and universities. Under the new situation, the cultivation of “professional entrepreneurship integration” compounded talents is not only the development direction of innovation entrepreneurship education; it is also the goal of transforming professional education into closer integration with reality and serving the society. This research aims to build an educational ecosystem of “innovation entrepreneurship education” in colleges and universities, exploring the path of “professional entrepreneurship integration” education ecosystem construction in colleges and universities and conducting in-depth research on the organic integration of professional education and entrepreneurship education in colleges and universities, exploring new ideas and new methods of "professional entrepreneurship integration" education.

2. A Review of the Educational Research on “Professional Entrepreneurship Integration” In Colleges and Universities at Domestic And Aboard

2.1. “Professional Entrepreneurship Integration” Existing Problems

At present, the development of entrepreneurship education in most universities often ignores the coupling with traditional professional education, entrepreneurship education and professional education present a phenomenon of “act of one’s own free will” [2]. Entrepreneurship education only adds courses related to innovation and entrepreneurship in general education or compulsory courses and elective courses, in the professional course learning stage, the original curriculum system, teacher allocation, and teaching methods are still maintained, and innovation and entrepreneurship education is not organically combined with professional education[3], entrepreneurship education is “formalized”[1]. The “professional entrepreneurship”deep integration model has a certain degree of stagnation, there are different integration dilemmas in talent training goals, curriculum systems, practice platforms, faculty, and management mechanisms, and face many practical problems [4,18]. Professional education and innovation and entrepreneurship education are still two lines, professional education is often missing in the process of innovation entrepreneurship education [5-6].

2.2. Research on the “Professional Entrepreneurship Integration” Education Model

“Professional entrepreneurship integration” is a new trend of talent training [7]. Proposed a “triple helix” integration models on the effective integration of professional education and entrepreneurship education based on the “triple helix” theory, on the basis that both professional education and entrepreneurship education remain relatively independent, the two parties are encouraged to rely on each other, interact with each other, and develop in coordination, form a

“triple helix” relationship of spiral interaction and rise, and based on this, propose integration strategies such as the integration of educational concepts, the integration of curriculum systems, the integration of teaching staff, and the integration of management mechanisms[8]. Constructing a model for the integration of maker education and professional education under the background of “Internet +”, and explored the organic integration model of "professional entrepreneurship integration". From the perspectives of space integration, content integration and process integration[9]. From the perspective of the new business community, conduct research from the four aspects of training objectives, curriculum system, practice platform, and faculty, and build a "professional entrepreneurship integration" talent training model[10]. Transforming the education model through "professional entrepreneurship integration" and cultivating high-quality innovative talents is the foundation for colleges and universities to achieve their own long-term development[11-12].

2.3. Integration path of “professional entrepreneurship integration”

Enhancing the integration of university professional education and entrepreneurship education is the only way to entrepreneurship education, and it is also the road to the sublimation of professional education [1, 13, 17]. Exploring the path choice of the integration of innovation entrepreneurship education and professional education based on the concept of CDIO, in terms of constructing a gradient curriculum system, strengthening the construction of teaching staff, optimizing the entrepreneurial park model, enhancing the entrepreneurial cultural atmosphere and improving the assessment system, the optimization path of “professional entrepreneurship integration” is proposed [14]. To explore the reform path of “professional entrepreneurship integration” from three aspects: integration of teachers, integration of courses, and integration of practice [1]. Based on the analysis of the similarities and differences between college students’ entrepreneurship education and professional education and the coupling conditions, put forward a four-dimensional coupling path of integration of educational concepts, penetration of educational content, diversification of teacher construction, and long-term management and service[15]. From the perspective of professional education and entrepreneurship education positioning, the development path of idea integration, structure integration, ability integration, perception integration, and mechanism integration is proposed. Scholars have explored the development path of “professional entrepreneurship integration” based on different research perspectives, but the relevant research is mostly based on the theoretical level and lacks concrete practice of effective paths [16].

3. Research on the Educational Ecosystem of “Professional Entrepreneurship Integration” In Colleges and Universities

By scientifically examining the degree of integration of professional education and entrepreneurship education in colleges and universities, as well as the existing problems of integration, this study builds a "professional entrepreneurship integration" education ecosystem in colleges and universities based on the perspective of education ecosystem theory. Explore the thinking integration mode, practice integration mode, teacher integration mode, and platform integration mode in the integration of innovation and innovation from the four aspects of specialized courses, specialized practice, specialized teachers, and specialized platforms. In order to break the barriers of professional education and entrepreneurial education “each is his own business”, explore the deep integration mechanism and operation mechanism of the "professional entrepreneurship integration" education ecosystem. Figure 1 shows the theoretical framework of the

“professional entrepreneurship integration” education ecosystem in colleges and universities.

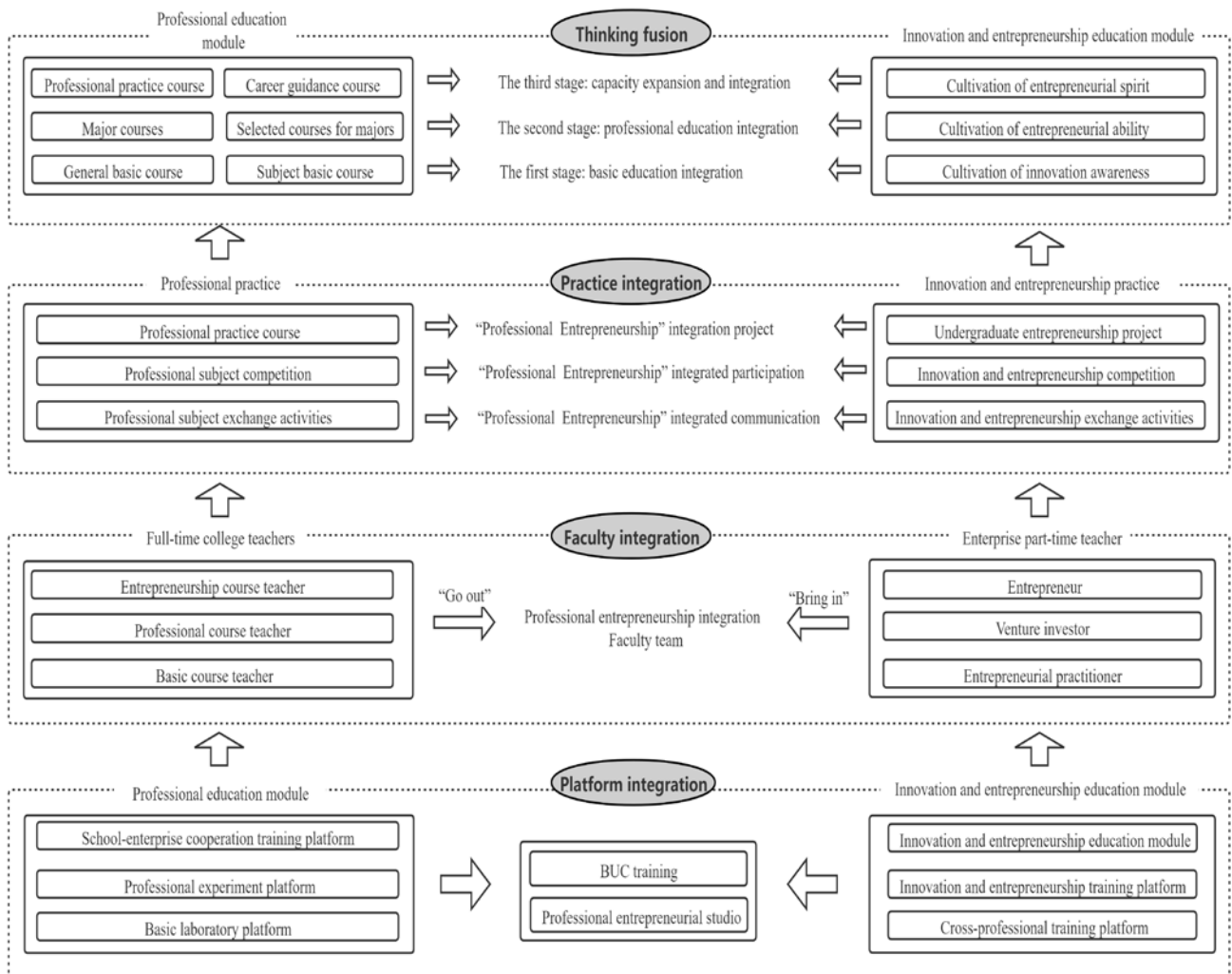


Fig.1: The theoretical framework of the educational ecosystem of “professional entrepreneurship integration” in colleges and universities

3.1. “Professional Entrepreneurship” Thinking Fusion Model

Professional education emphasizes cultivating students to master the special skills of the major they are studying and enhancing their professional abilities; The focus of entrepreneurship education is to cultivate students' innovative thinking and entrepreneurial abilities [1]. The curriculum integration of professional education and entrepreneurship education can adopt basic education integration, professional education integration, and ability expansion education integration methods in stages and levels to promote the integration of students’ “professional entrepreneurship” thinking. In the first stage, in the construction of basic courses, the elements of entrepreneurship education are incorporated into the basic courses of general education and the basic courses of disciplines, and the integration of basic education and entrepreneurship education is

carried out for the purpose of cultivating students' entrepreneurial awareness; In the second stage, in the construction of professional courses, the integration of professional courses and entrepreneurship education is carried out in the main professional courses and limited professional courses, with the purpose of cultivating students' entrepreneurial ability; In the third stage, in the professional practice courses and career guidance courses, with the purpose of cultivating students' entrepreneurial spirit, the integration of ability expansion education and entrepreneurship education is carried out. Curriculum construction is the key to the organic combination of professional education and entrepreneurship education. A phased and hierarchical integration model is adopted to carry out scientific guidance and theoretical improvement of entrepreneurship education in professional education, which will subtly influence students' entrepreneurial thinking and cultivate students' entrepreneurial ability.

3.2. “Professional Entrepreneurship” Practice Integration Model

Practical teaching is an effective way to consolidate theoretical knowledge and deepen the understanding of theoretical knowledge. It is an important teaching mode for integrating theory with practice, cultivating students to master scientific methods and improve practical skills [11]. Practical teaching helps to deepen students' understanding of professional knowledge and improve their vocational skills, methods, etc.[10]. At present, the practical teaching of professional courses mainly includes surveys, exercises, experiments, teaching practice, graduation practice, curriculum design, graduation design and other forms. There are many ways to integrate professional practice and entrepreneurial practice. For example, in professional practice courses, exchanges, discussions, communication and other forms can be used to incorporate entrepreneurial elements to enhance students' entrepreneurial literacy; In the subject competition, promote the integration of “professional + entrepreneurship” of students to participate in the competition, so that students can deeply understand and understand the entrepreneurial methods and entrepreneurial models in their professional fields; In the professional practice links such as teaching practice, graduation internship, graduation design, etc., it integrates entrepreneurial practice, cultivates students' practical ability of “professional entrepreneurship”, encourages students to participate in undergraduate entrepreneurship projects, and establishes correct entrepreneurial values.

3.3. “Professional Entrepreneurship” Teacher Integration Model

The organic integration of professional education and entrepreneurship education puts forward higher requirements for the construction of university teachers [11]. In terms of professional teachers in colleges and universities, there are problems of insufficient entrepreneurial quality and ability of professional teachers, and insufficient attention to entrepreneurial education in teaching concepts [11]. Therefore, for teachers of basic courses and professional courses in colleges and universities, it is necessary to actively carry out entrepreneurial theoretical knowledge training and strengthen teacher entrepreneurial quality training. Regularly arrange college teachers to study and practice in enterprises, broaden their horizons, improve the theory and knowledge of teachers' entrepreneurial quality education, and train college teachers to become “dual-teacher dual-ability” instructors of professional theory and industry practice innovations, in order to carry out “professional entrepreneurship integration” education lays the foundation. At the same time, universities should actively introduce entrepreneurs, entrepreneurs, entrepreneurs, etc. as part-time entrepreneurship teachers in colleges and universities, and expand the team of entrepreneurship teachers in colleges and universities. In terms of teacher integration, the effective integration and

docking of professional teachers in colleges and universities and part-time corporate teachers will help promote the organic integration and coordinated development of professional education and entrepreneurship education.

3.4. “Professional Entrepreneurship” Platform Integration Model

The professional education platform of universities mainly includes basic laboratory, professional laboratory and school-enterprise cooperation training platform to promote the construction of professional education practice and practical course content; Entrepreneurship education platforms in colleges and universities mainly include entrepreneurship project incubation bases and entrepreneurship training platforms to promote the construction and development of entrepreneurship education. In terms of integration of "specialized creation" platforms, the effective integration of college professional subject laboratories with entrepreneurial education training platforms or incubation bases is more conducive to the organic integration of professional education and entrepreneurial education. For example, cross-professional comprehensive training platform and BUC project training platform, etc. The cross-professional comprehensive training platform is built from the perspective of real business society. Through the simulation of commerce, service industry and manufacturing, a virtual economic market with interweaving and interdependence of production, sales, supply, demand, and competition is constructed. This kind of simulated economic environment helps to cultivate students' independent innovation and entrepreneurial ability, and at the same time, it is very helpful for students to improve their professional ability and team spirit. The BUC (Business to University to Consumer) project training platform can encourage companies and college students to collaborate on BUC projects. The interaction between companies and college students can help businesses improve their business philosophy and save human capital. At the same time, it provides college students with good opportunities for project internship, practice, training, employment, entrepreneurship and incubation, so as to realize the benefits of students and a win-win situation for schools and enterprises.

4. Summary

This research is based on the theoretical perspective of the educational ecosystem to construct an educational ecosystem of "professional entrepreneurship integration" in colleges and universities. To explore the thinking integration mode, practice integration mode, teacher integration mode, and platform integration mode in the integration of innovation and innovation from the four aspects of professional entrepreneurship courses, professional entrepreneurship practices, professional entrepreneurship teachers, and professional entrepreneurship platforms, explore the deep integration mechanism of the “professional entrepreneurship integration” education ecosystem. The “professional entrepreneurship integration” talent training model creates professional knowledge for students, and at the same time, through entrepreneurial knowledge, entrepreneurial practice and innovative projects, it creates theoretical knowledge verification methods and professional capabilities for students. It is helpful for students to construct the organic connection of knowledge, thereby strengthening the internalization of knowledge, accelerating the communication and support of knowledge and ability, and enabling students to use a dynamic and developmental perspective to understand the profession. So as to complete the one-stop training of students' learning ability, practical ability, innovation ability and development ability. This research is a useful attempt to enrich and perfect the development paradigm of "professional entrepreneurship integration", which is of great significance to deepening the reform of higher education and the development of the

connotation of colleges and universities.

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