

Research on Practical Teaching Principles of Human Resource Management Major Integrated with Innovation and Entrepreneurship Education

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Abstract. The purpose of the paper is to accelerate the teaching reform of the human resource management major and provide Chinese society with qualified talents adaptable to the current employment environment. The paper starts by introducing the development and connotations of innovation and entrepreneurship education. Next, it interprets the significance of cultivating the abilities of college students majoring in human resource management to carry out innovations and entrepreneurship in practical teaching. Then it puts forward that the practical teaching of the human resource management major should follow four principles, including the principle of combining theories and practice, the principle of practicality, the principle of embedding, and the principle of systematicity. It is believed that these principles will help universities open channels for cultivating innovation and entrepreneurship talents, improve the level of education and teaching in universities, and enhance college students' all-rounded qualities.

Keywords: Innovation and Entrepreneurship Education, Human Resource Management Major, Practical Teaching Principles.

1. Introduction

With social development and process, all countries are shifting from the competition of economics and national strength to the fight for talents. In this context, China naturally placed higher requirements on improving the vocational maturity and overall strengths of college students. At present, the quality of talent cultivation in Chinese universities fails to meet the demands of enterprises and public institutions. It is thus imperative for universities and colleges to reform their teaching. The cultivation of college students' abilities in entrepreneurship and innovations has pointed out a direction and provided the impetus for reforming teaching in universities. Universities should combine talent cultivation and innovation and entrepreneurship education, enhance college students' abilities through practical teaching links, and cultivate innovation and entrepreneurship talents. Hopefully, this teaching reform will contribute to achieving "mass innovation and entrepreneurship" and building an innovation-based country[1].

2. Innovation and Entrepreneurship Education

Foreign countries had an earlier start in providing innovation and entrepreneurship education than China. Professor Timmons from the American Babson College was honored as Father of Entrepreneurship Education. In 1947, the American Harvard University was the first to provide innovation and entrepreneurship education worldwide, which was followed by Stanford University two years later. Countries such as America, the U.K., Japan, and India all made considerable achievements in innovation and entrepreneurship education.

However, the concept of entrepreneurship education was officially put forward in a report entitled *High Education in the Twenty-first Century: Vision and Action* published by UNESCO in 1998. Back then, entrepreneurship education is known as the third passport of education. Domestic articles on innovation and entrepreneurship education were first published in 1986 and focused on promoting agricultural development, which had the same origin as the American innovation and entrepreneurship education.

To correctly understand the connotations of innovation and entrepreneurship education, we should first clarify the relationship between innovations and entrepreneurship. Scholars at home and

abroad have carried out extensive studies on the essence of and differences between innovations and entrepreneurship. As the soul of entrepreneurship, innovations stem from entrepreneurship practice and keep promoting innovations in the entrepreneurship practice. Innovation and entrepreneurship education is a basic entrepreneurship course that must be offered by every university and is the organic integration between entrepreneurship education and innovation education. These two are complementary. Entrepreneurship is indispensable from innovations, while innovation is the soul of entrepreneurship. The entrepreneurship practice refers to demonstrating innovative thoughts and products in practice so that new products can be provided continuously. The innovation and entrepreneurship education aims to cultivate college students' creative thinking and ability in innovations so that they can make innovations in an organization or start entrepreneurship. In this way, the teaching goals of innovation and entrepreneurship education will be basically met[2].

3. Combination of Practical Teaching and Innovation and Entrepreneurship Education in Human Resource Management Major

In the social context of rapid economic development, college students who major in human resources management should have a solid grasp of fundamental knowledge. Equally importantly, students must be flexible in practice, think creatively, combine theories and practice organically, as well as creatively solve problems. It is the duty of colleges and universities and social demand to cultivate college students who major in human resource management. Providing practical teaching is the best way to cultivate the ability in innovations and entrepreneurship. It is because practical teaching starts with cultivating the innovation awareness of college students who major in human resource management. Also, it combines theories and practice, discovers new problems from practical things, formulates new strategies for solutions through innovative thinking, and keeps making trials. Besides, it advocates summarizing experience and comes up with practical solutions from trials and errors. The innovation stems from practice and may turn into castle in the air without practice. Hence the innovation and entrepreneurship education and professional education that get away from practical teaching are invalid. In reality, however, students are only allowed to accept passive infusion from teachers and their principal status is subverted. Conversely, practical teaching will reverse the tide and turn the learning of college students majoring in human resource management from passive to positive. Also, practical teaching enables college students to give full play to and show their abilities, develop and temper their diverse skills, and enhance their abilities in innovations and entrepreneurship. It is thus necessary that colleges and universities advocate and encourage the practical teaching for the human resource management major, so that students will be given more opportunities to participate in practical teaching, develop the awareness of innovations, and raises the chances of starting entrepreneurship in the future. Furthermore, universities should keep up with the times, organically combine innovation and entrepreneurship education and practical teaching in the human resource management major, create new models for talent cultivation, and provide more innovation and entrepreneurship talents for China and society[3].

4. Practical Teaching Principles for Human Resource Management Major Integrated with Innovation and Entrepreneurship Education

4.1 Principle of Combining Theories and Practice

College students who major in human resource management should effectively combine the requirements on practical teaching and learning professional, theoretical theories to complement theoretical teaching with practical teaching and make up for weak links of theoretical teaching. Meanwhile, the teaching should be organically combined with the teaching goals of innovation and entrepreneurship education. For another, the design of practical teaching contents should attach importance to enlightening college students' innovative thoughts and developing the abilities in innovation and entrepreneurship. While the theoretical teaching of human resource management major enables college students to grasp fundamental theoretical knowledge, practical teaching helps

them to improve their practical abilities. As for innovation and entrepreneurship education, it aims to cultivate college students' awareness of innovations. If the three can be effectively combined, it will reach the teaching goals of training innovation and entrepreneurship talents for the human resource management major and enable students to meet the historical background and social development. For one thing, college graduates should have a solid grasp of basic theories, a strong practical ability, high overall qualities, strong awareness of innovations, and qualities consistent with local economic development. For another, graduates should have a systematic grasp of fundamental theories and professional knowledge related to management, economics, and human resources and development, as well as high abilities in application and social adaptation. Only by meeting these requirements will college graduates become applied, practical talents capable of developing and managing human resources in governmental departments at all levels, enterprises, public institutions and other organizations[4].

4.2 Principle of Practicality

The society requires universities to cultivate talents qualified for working upon graduation. Without the link of practical teaching, graduates will not meet the standards for evaluating talents in society and are unworthy the name of talents. Hence the talent cultivation of the human resource management major should accentuate the principle of practicality. Meanwhile, universities should design teaching goals, content, and modes exquisitely, make standards for practical teaching and evaluation, and equip adequate experiment teachers. Lastly, perception, experience, and role play can be adopted for enhancing the effects of practical teaching and developing college students' practical levels and abilities in hand-brain coordination, as well as discover and solve problems. Furthermore, efforts should be made to set up a comprehensive teaching system that takes combining theories and practical teaching as the mainline and accentuate the contents of innovation and entrepreneurship education for the human resource management major. Lastly, universities should implement practical teaching and the concepts of innovation and entrepreneurship throughout the process of talent cultivation and attach importance to practicality and innovations.

4.3 Principle of Embedding

Unlike the professional education, innovation and entrepreneurship education cannot exist alone. It is far from enough to meet the teaching objectives for cultivating innovative talents through providing basic courses in innovation and entrepreneurship and improve the overall teaching effects of innovation and entrepreneurship education in colleges. Nor can the teaching effects meet the requirements placed by the Ministry of Education. Hence combining the innovation and entrepreneurship education, professional education, and professional practical teaching will inevitably reach double effects with half efforts and effectively achieve effective embedding. Colleges and universities place the requirements that the human resource management major should cultivate talents with not only a solid theoretical foundation and ability in practical human resource management operation but also the ability to creatively solve new problems that keep emerging in work. Hence practical teaching should be embedded into teaching professional courses of the human resource management major. Meanwhile, the innovation and entrepreneurship education should be integrated with the theories and practical teaching of the human resource management major to set up a three-in-one overall teaching system for the human resource management major. Only in this way can new heights be attained in reforming the teaching of cultivating professional and innovative talents for the human resource management major.

4.4 Principle of Systematicity

As the Chinese saying goes, it takes ten years to grow a tree and a hundred years to cultivate a man. The process of talent cultivation is a systematic project for cultivating men. The theoretical teaching and practical teaching of human resource management run through the whole teaching cycle from the freshman year to the senior year. It takes time to accumulate knowledge, and practical abilities are not cultivated within days. All links, from the military training after the admission to overall simulation, cognitive practice, and eventually to thesis writing in the senior

year, are closely connected to improve college students' overall qualities and abilities step by step. College students' abilities in innovations and entrepreneurship should be organically combined with the professional education. The thesis topic should be original to creatively solve practical problems. Besides, the overall simulation and cognitive practice should be organically integrated with the theoretical knowledge and practical abilities of the students' majors. Equally importantly, diverse literary and cultural activities on campus, challenge cups, Internet+ competitions, entrepreneurship marketing competitions and other skills competitions should be held to provide excellent opportunities for practicing college students' abilities of innovations.

5. Conclusion

The talent cultivation of college students who major in human resource management includes not only arduous teaching tasks but also has two basic functions, including practical teaching and innovation and entrepreneurship education. Besides, the innovation and entrepreneurship education should be deeply combined with professional education and practical teaching. Such a teaching design will inevitably combine the above three functions closely. It will clarify the directions for reforming innovation and entrepreneurship education in universities, expand teaching thoughts for such education, and open the channels for cultivating innovation and entrepreneurship talents for universities. It is believed these efforts are considerably conducive for elevating the educational levels of universities and improving college students' overall qualities.

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