

Exploration of the Education Mode of Innovation and Entrepreneurship Education in Private Higher Vocational Colleges Under the Concept of Collaborative Education

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Abstract

At present, with the advancement of scientific and technological innovation and industrial upgrading, innovation and entrepreneurship have become a key force to promote economic growth and social development. The innovation and entrepreneurship education model is a systematic project. Diverse participation is required. At present, innovation and entrepreneurship education has a single education model, a low degree of multi-integration, and the curriculum mostly adopts traditional teaching methods, resulting in low enthusiasm of students. In view of the problems existing in the traditional innovation and entrepreneurship education model, this paper explores the education mode of innovation and entrepreneurship education based on the OBE education concept, which is student-centered, outcome-oriented, and adopts reverse thinking. The necessity of ideological and political education, innovation and entrepreneurship education and labor education was mainly discussed. The innovation and entrepreneurship education model of "three focuses, four integrations, and five integrations" is proposed.

Keywords

Innovation and entrepreneurship education; Curriculum ideology and politics; Collaborative education.

1. Introduction

In March 2020, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Comprehensively Strengthening Labor Education in Primary and Secondary Schools in the New Era", further emphasizing the insistence on cultivating people with virtue and incorporating labor education into the whole process of talent training, and the traditional innovation and entrepreneurship education education model is no longer suitable for the development needs of the new era [1]. At present, the education mode of innovation and entrepreneurship education is single, the degree of pluralistic integration is not high, the content of moral education is insufficient, and the curriculum is mostly taught in traditional ways, resulting in low enthusiasm of students. Based on this, this paper discusses the collaborative education model of college students' innovation and entrepreneurship education under private higher vocational colleges, and proposes a "three focuses, four integrations, and multiple integrations" innovation and entrepreneurship education model of private higher vocational colleges.

2. The Dilemma of Innovation and Entrepreneurship Education in Private Higher Vocational Colleges

At this stage, China's major universities are actively responding to the policy call of innovation and entrepreneurship education, and continue to develop in depth, and have achieved great results. However, there are many problems that need to be solved urgently, especially the simple curriculum of innovation and entrepreneurship education in higher vocational colleges, the monotonous form of resources, and the single teaching method, which lead to the weak participation of students and the low interest of students in learning. It is mainly manifested in the following aspects:

2.1. Innovate and entrepreneurship and educating people

In the process of innovation and entrepreneurial education, many higher vocational colleges have a single nature. Often only pay attention to the teaching of theory, and lacks the training of students' innovation, entrepreneurial consciousness and practical ability. For example, many universities only have theoretical classrooms in the course settings, and lack of practical operations. This single model is not enough to meet the needs of talent training in the context of the rapid development and change of society, so it is necessary to make more diversified exploration and innovation. In addition, traditional education models often emphasize the teaching and teaching of teachers too much, and ignore the students' main status and personality development. The innovation and entrepreneurial education model should be centered on students and focus on cultivating students' comprehensive ability and innovative awareness.

Therefore, the innovative and entrepreneurial education model should attach importance to the participation and experience of students, and guide students to cultivate creative thinking and problem-solving ability to solve problems through practical activities and project practice. The single nature of innovation and entrepreneurial education model needs to go to a diversified education model, attach importance to the students' main status and personal development, combine the integration of production and education from a single discipline to cross-disciplinary integration, and integrate ideological and political education and labor in the process of educating people. Education to promote the comprehensive development of their moral, intellectual, physical and labor.

2.2. Lack of effective synergy mechanism

Multiple collaboration is the development trend of the current innovation and entrepreneurial education and education model. At present, there are a phenomenon of diversified collaboration in innovation and entrepreneurship education. This situation is mainly manifested in the lack of effective communication and collaboration mechanisms between the government, industry enterprises, schools, students, and other subjects, resulting in the lack of synergy in practical education. First of all, the government often lacks a deep understanding of the innovation and entrepreneurial education of higher vocational colleges when formulating relevant policies, leading to disconnection from policy formulation and practical needs. Secondly, industry enterprises have insufficient participation in practical education, and lack of effective support and cooperation in innovation and entrepreneurship education in higher vocational colleges. Enterprises should also pay attention to cooperation with higher vocational colleges in talent training, provide students with practical opportunities, so that students can participate in the study of practical positions and participate in collaborative education with higher vocational colleges. In addition, the lack of the top-level design of practical education within the school is mainly manifested in the extent that it needs to be improved. Government departments need to pay more attention to the characteristics and needs of higher vocational colleges, strengthen communication and cooperation with colleges,

jointly formulate policies and measures that meet the actual situation, and provide more targeted policy support for higher vocational colleges. Schools need to strengthen the organization and management of practical education, improve the relevant systems and processes, and improve the quality and efficiency of practical education. In summary, in order to improve practical education, it is necessary to establish an effective synergy mechanism to realize the diverse synergy of people, to form a community of government, enterprises, and schools, strengthen communication and collaboration, and jointly promote the in-depth development of practical education. The comprehensive development and future employment of higher vocational colleges have made greater contributions.

2.3. Dedicated integration is not high

Although many higher vocational colleges have built dual-innovation practitioners such as Zhongchuang Space, Innovation Studio, and Innovation Society, and have been fully equipped in internal facilities, there are still some problems in the actual operation. For example, although some schools have invested in hardware facilities and built practical educational carriers such as Zhongchuang Space and Shuangchuang Workshop, there are many problems in actual operations, such as the use of facility carriers is not high, educating people to educate people. Inadequate functional performance. Secondly, the existing dual-innovation carrier space is usually limited to learning or practical activities, and lacks innovation and entrepreneurship to form an integrated service. At the same time, it is difficult for middle school students to get good opportunities and resources in the practical link, which has led to low vector utilization rate and weakening the function of educating people. Finally, cross-border integration of industrial resources is relatively weak, and the situation of collaboration, openness and sharing has not yet been formed, and it needs to be deeply integrated in terms of professionalism and innovation and entrepreneurship. Although some universities and schools have certain industrial resources and partnerships, they lack effective mechanisms to integrate and use these resources. In addition, the teachers need to further improve, so that the dual-innovation carrier can use its "integration of production and education, scientific and technological innovation" Function. Therefore, in the development of innovation and entrepreneurship education, higher vocational colleges need to further expand the service scope of innovation and entrepreneurial practice carriers, strengthen the depth of special creation and integration, and promote the development of innovation and entrepreneurship education.

3. Innovation and Entrepreneurial Education, Ideological and Political Education, And Labor Education Collaboration of Education

The four elements of Taylor's curriculum include target elements, content elements, implementation elements, and evaluation elements [2-3]. In the innovation and entrepreneurial education model, the people of Lide Shushu as the fundamental requirements, emphasizing the cultivation of applied innovative talents for the society, innovation and entrepreneurial education, ideological and political education, and labor education cover the core content of innovation and entrepreneurship education, that is, the quality of entrepreneurial quality, innovation awareness, Entrepreneurship ability and entrepreneurial practice. The target elements of these courses are closely related to ideological and political education, innovation and entrepreneurial education and labor education.

(1) Sympathy of target elements:

The development of society requires students with a sense of social responsibility, innovative spirit and moral literacy, and the organizational elements of innovation and entrepreneurial education are organically combined with ideological and political education. Labor education is not only a physical exercise, but more importantly, the training of students' comprehensive

quality, including thinking ability, mental work, hands -on ability, psychological quality, etc. These quality are closely related to the goals of innovation and entrepreneurship education to jointly promote students Become an applied talent with innovation and entrepreneurship. In labor, they will find problems, think about solutions, and cultivate the awareness of entrepreneurship and the spirit of innovation. Labor education to cultivate students' hands -on ability and practical ability. These abilities are necessary for entrepreneurship. Through actual operation and labor practice, students can master various skills and improve their entrepreneurial ability, including teamwork, problem solving, decision -making and other abilities. In labor, students will face various challenges and difficulties, and need a tough mentality and optimistic spirit. Through labor and education, students can cultivate the quality of undergoing pressure, adaptation, and unremitting quality. These quality is essential for entrepreneurs. Labor education provides opportunities and platforms for innovation and entrepreneurial practice, so that students can exercise themselves in actual labor and cultivate practical experience and skills needed for entrepreneurship. By participating in labor practice, students can understand market demand and discover business opportunities to lay the foundation for future entrepreneurship.

(2) Mutuality of content elements:

The content of innovation and entrepreneurial education should include theoretical+skills+project practice. The content elements are closely linked to the actual needs of students and the interests of students, focusing on the combination of theory and practice. In the content elements of innovation and entrepreneurship education, theoretical+skills+project practice should all reflect ideological education and play their skills in moral education. In innovation and entrepreneurial education, students need to guide students to establish the correct concept of innovation and entrepreneurship, clarify social responsibility and value pursuit, so as to make innovation and entrepreneurial education more ideological leadership and value guidance. The content elements of innovation and entrepreneurial education are closely related to labor education. Labor education aims to cultivate students' hands -on ability, practical ability and teamwork spirit to make them have the actual ability to meet social needs. Students need to cultivate the actual operation skills, team collaboration and entrepreneurial practical ability required for innovation and entrepreneurship through practical labor activities. Therefore, the content elements of innovation and entrepreneurship education covers the content of ideological and political education and labor education to promote the comprehensive development and comprehensive quality improvement of students. The three have the mutual promotion of content elements.

(3) Patient compatibility of implementation elements:

The implementation of innovation and entrepreneurship education requires a variety of teaching methods and means, including classroom teaching, case analysis, practical activities, and mentor guidance. At the same time, the implementation process focuses on examining students' practical ability. In the implementation of innovation and entrepreneurial education, the implementation elements also need to be guided by ideological and political education. Through the ideological education and value guidance of students, guide them to form the correct concept of innovation and entrepreneurship, promote the spirit of innovation and entrepreneurship, cultivate a sense of social responsibility and mission Essence. The implementation elements of innovation and entrepreneurial education include curriculum settings, teaching methods, teachers, and practical platforms. These elements directly affect the cultivation and improvement of students' innovation and entrepreneurship ability. Therefore, the implementation elements of innovation and entrepreneurship education are compatible with labor education. Hand -hands practice, corporate research, and team cooperation are the embodiment of labor education in innovation and entrepreneurship education, so that it has the actual ability to adapt to social needs. In the implementation of innovation and

entrepreneurial education, labor education not only includes physical labor, but also the embodiment of brain labor. This is also the need for cultivating innovative talents. The implementation elements of innovation and entrepreneurial education are guided by ideological education and through labor education as a means. The three are compatible in the implementation elements so that they can better cultivate innovative talents.

(4) Evaluation of the compatibility of the element:

The effect of evaluating innovation and entrepreneurship education requires comprehensive consideration of students' knowledge level, skills grasp, innovation ability and practical results. Evaluation can be carried out by exams, project reports, and practical achievements, and pay attention to comprehensively evaluating the comprehensive quality and ability development of students. The evaluation elements of innovation and entrepreneurial education should be consistent with the goals and requirements of ideological and political education, and jointly serve the students' ideological and political quality and the cultivation of morals. Evaluation elements can include students' ideological and political expression, moral quality, social responsibility, etc., and comprehensively evaluate the comprehensive quality and ideological morality of students. Evaluation elements should cover students' innovation and entrepreneurship ability, practical ability, team cooperation ability, etc., to comprehensively reflect the development of students in the field of innovation and entrepreneurship, and provide qualified talents for schools and society. The evaluation elements of innovation and entrepreneurial education are also closely related to labor education. Evaluation elements should include the hands-on ability, practical ability and teamwork spirit of students in labor practice, and comprehensively evaluate the comprehensive development of students in labor education and innovation and entrepreneurship education, and provide schools and society with strong adaptability, practical practice Innovative talent.

In the new era, integrating moral sentiments, innovative spirit, and labor concept into student education is an important measure to cultivate talents required for the new era. Exploring the path of integrating ideological and political education, innovation and entrepreneurial education, and labor education has become a key task of college education. This comprehensive education not only shapes students' correct moral concepts, stimulates their innovative potential, but also penetrates the value of labor, and prompts students to grow into a comprehensive development talent. Therefore, it is necessary to build a model of innovation and entrepreneurial education, ideological and political education, and labor education.

4. Based on the Construction of Innovation and Entrepreneurial Education and Educating People Under The Concept of Synergy

Thoughts and political education, innovation and entrepreneurship education, and labor education are closely related. The innovation, entrepreneurial education and educational model in the new era is a comprehensive and multi-level education system. To better promote the comprehensive development and comprehensive quality improvement of students.

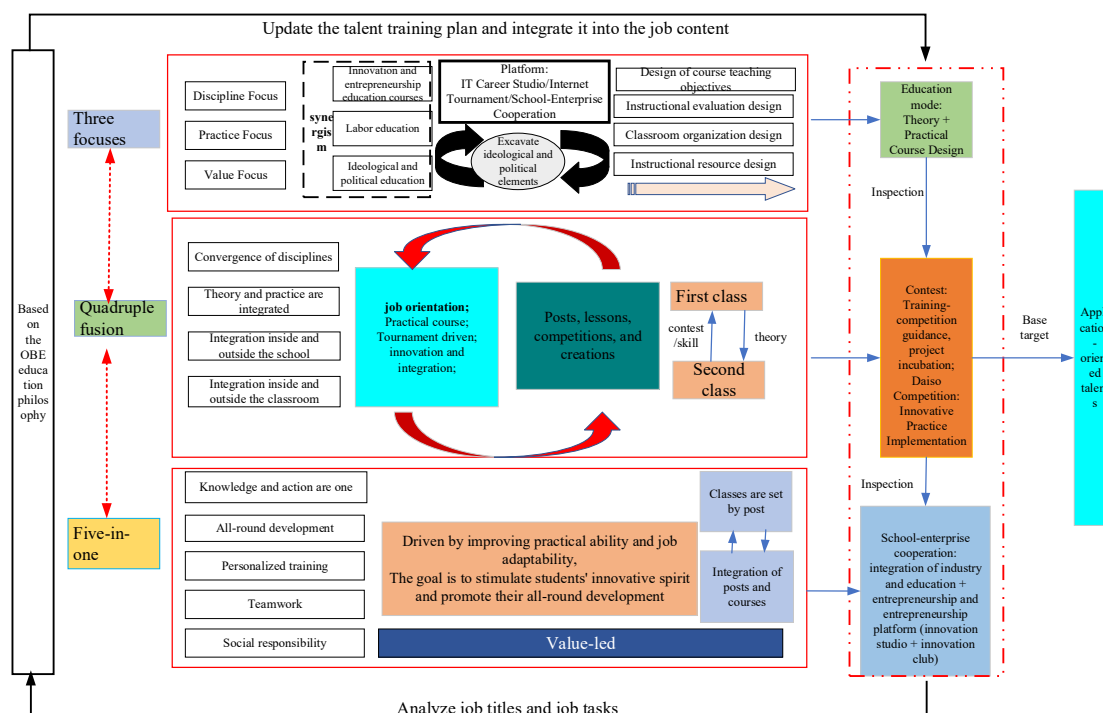


Figure 1. "Three focuses, four integrations, five in one" innovation and entrepreneurship collaborative education model

4.1. The theory of collaborative education in the context of innovation and entrepreneurship

The synergy theory is the branch theory of system science, and its core concept is "collaboration leads to orderly" [4]. The collaborative theory refers to a unified whole organized by the nature and human society by many systems. If the system exerts the maximum effect, it is necessary The ability to collaborate and cooperate to maximize the system function. Classmates theory takes systematic "synergy" as the research object. Under the influence of external conditions, the system can achieve a new balance state through mutual synergy [5].

In the context of the current educational reform and innovation development, the close integration of the concept of cooperative education and innovation and entrepreneurship has become an important way to improve the quality of higher education and cultivate high-quality talents that meet the needs of economic and social development in the new era. Through the integration of ideological and political education and discipline education, students' ideological and virtues and innovation spirit is cultivated. The concept of the classmates is designed to achieve the effect of 1+1> 2 and the cultivation of high-quality talents.

4.2. "Three Focus, Four Converges, Five Integrated One" innovation, entrepreneurial collaborative education mode

(1) Build a big thinking pattern and form ideas (identity is the basis)

Although innovation and entrepreneurial education, labor education, and professional education have their own focus, they are committed to cultivating successors who have developed comprehensive development. The ultimate goal of educating people is the Lishu people. In innovation and entrepreneurship collaborative education model, we must first abandon the past isolation development, have a common coordinated ideological consciousness, and have a unified concept of realizing the concept of educational concepts. When you change your thinking and identify with consensus, you will help cultivate outstanding talents that meet the needs of the times and inject new impetus into the cause of socialism. Cooperative education focuses on breaking the barriers to traditional education,

emphasizing that schools, enterprises, and social diversified subjects participate in the training process of students, and form a full -scale, full process, and comprehensive education pattern. In innovation and entrepreneurship education, the system must be strengthened to ensure the combination of schools, enterprises, and society, and ensure that the system guarantees from the macro level, and strengthen the top -level design. For example, to improve the consciousness of collaborative education and enrich the composition of the staff of the education team. Educators related to labor education and ideological and political education can be fully incorporated into the education team, closely examine the educators of educators in this huge team, and build a platform for collaborative education. On the other hand, colleges and universities should establish corresponding systems to organize training for the education team. Improve the level of educating people in the education team, so that every educator can maintain the correct direction of educating people in specific practice. Gradually, in the system guarantee, let teachers 'teaching and students' studies form a five -in -one, that is, the integration of knowledge and action, comprehensive development, personalized training, team cooperation, and social responsibility. From the aspects of discipline learning, practical practice, and humanistic literacy, comprehensively cultivate students' innovation and entrepreneurship ability, and improve their comprehensive quality. Attach importance to individual differences in students, adopt personalized training methods and strategies to stimulate the potential and creativity of each student. Emphasize the cultivation of teamwork spirit, and cultivate students' team collaboration and communication ability through innovative entrepreneurial communities, team projects, and other methods. Pay attention to students 'sense of social responsibility and citizen consciousness, and cultivate students' sense of social responsibility and public welfare through labor, education, social practice and other methods, so that they will become innovative entrepreneurs with a sense of social responsibility.

(2) Take the course as the starting point, ensure the integration of teaching and learning content, and achieve three focus (course setting is the key)

Relying on the coordinated education model and building a comprehensive innovation and entrepreneurial support system, it is necessary to further improve the curriculum system construction, including subject focus, practical focus, and value focus. The subject focuses on the importance of innovation and entrepreneurship education in professional disciplines. Through the innovation and entrepreneurship and elective courses, innovative and entrepreneurial communities, etc., focus on cultivating students' professional skills and knowledge reserves, so that they have the basic ability to innovate and entrepreneurship in specific fields in specific fields. Essence Practice focuses on the role of practical activities in innovation and entrepreneurship education. Through practical opportunities such as innovation and entrepreneurship society, classroom projects, etc., focus on cultivating students' practical ability and entrepreneurial experience, so that they can use them in actual operation. The value focuses on the humanistic literacy and social responsibility of students, and focuses on the cultivation of students' social responsibility, teamwork spirit, and innovative and entrepreneurial social values through curriculum ideological politics, labor education and other methods. Carry out integrated education under the subject focus, practice focus and value focus. For example, higher vocational colleges can add practical links in innovation and entrepreneurship courses, in -depth excavation of resources for labor education and ideological education, and through innovative curriculum teaching models Attract the subject of college students actively. At the same time, theoretical courses and practical courses can also carry out collaborative education through hybrid teaching and diversified practice to ensure the integration of teaching and learning content and achieve three focus.

(3) Integration of multiple channels of channels to achieve dual cycles of talent training in the school (the education base is guarantee)

In innovation and entrepreneurial education, the four integration includes disciplines, theoretical and practical integration, integration of inside and outside the class, and integration of inside and outside the school. The deep integration of market demand and classroom teaching allows students to refine their entrepreneurial ability and innovative thinking in the real environment. For example, the fusion of disciplines can integrate innovation and entrepreneurship education with various disciplines, break the barriers of discipline, promote cross -disciplinary cross -cooperation, form a specialized integration, and cultivate students' comprehensive ability and cross -border innovation capabilities. For example, in the integration of theory and practice, combined with theoretical knowledge can learn theory of innovation and entrepreneurship courses, and through innovative communities, competitions, etc., students can consolidate theory, understand practice in practice, and realize the unity of knowledge and action. In addition, build a diversified education system, integrate talents, information, and material resources, establish a multi -functional practice platform, build a practical education base, and realize the integration of education theory and practice of education education. The construction of a dual -cycle model internal and external internal and external schools is to integrate the resources inside and outside the school and cooperate with foreign institutions such as enterprises and social organizations to provide students with a broader innovation and entrepreneurial platform and resource support. According to the training goals, send students to enterprises, whether the identification of industry standards has achieved the training goals, and feedback the talent training plan of the enterprise to form an extra -school cycle. After restructuring the curriculum system, according to the teaching requirements, the teaching content, through the participation in the school competition to test the students' knowledge goals, form an intra -school circulation. Finally, the internal and external integration mechanisms of the course are established to promote innovation and entrepreneurship education in the inside and outside of the classroom. Through curriculum design and extracurricular practice, students will promote the comprehensive development of students and the cultivation of innovation and entrepreneurship capabilities. For example, pay attention to the sharing of talents, set up a broad practical platform for students, and establish a professional experience day system.

5. Conclusion

Innovation and entrepreneurial education and ideological and political education are complementary. Innovation and entrepreneurship requires a good ideological and moral foundation and correct values, and ideological and political education also requires the spirit and practical vitality of innovation and entrepreneurship to enrich its connotation and practice. Innovation and entrepreneurial education and labor education blend with each other, innovation and entrepreneurship requires the support of practice and the embodiment of labor, and labor education also requires the guidance of innovative and entrepreneurial thinking methods and methodology. Labor education and ideological and political education are promoted. Labor is one of the important contents of ideological and political education, and ideological and political education also needs to cultivate students' practical ability and social responsibility through labor education. The three are complementary, and the implementation of innovation and entrepreneurial education should always practice the training of labor education and ideological and political goals. Therefore, it is necessary to discuss the collaboration of ideological education, innovation and entrepreneurial education, and labor education.

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