

Integration of Innovation and Entrepreneurship Education and Marketing Professional Education Implementation Path

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Abstract—Against the background of "double-creation", major universities and colleges explore the deep-integration mode of innovation-entrepreneurship education and professional education (The following uses innovation-entrepreneurship education). This article starts with the concept and relationship of innovation-entrepreneurship education and professional education, analyzes the necessity of the integration of marketing specialty and innovation-entrepreneurship education, and proposes three implementation paths for the integration of innovation-entrepreneurship education and marketing professional education, with a view to innovation-entrepreneurship education. In-depth development brings theoretical basis.

Keywords—Innovation and Entrepreneurship Education; Professional Education; Marketing; Fusion mode

In recent years, in order to give full play to the important role of innovation-entrepreneurship education in the economic development of our country, for the purpose of cultivating innovative and entrepreneurial high-quality talents, the Ministry of Education promulgated the "Opinions on Promoting Innovation-Entrepreneurial Education in Colleges and Universities and Self-employment for College Students" as early as May 2010. In addition, innovative projects such as the "Students' Training Model for Innovative Areas of Innovation" were launched. However, in the current college education system, professional education training model has been used, and innovative-entrepreneurship education has not really integrated into the professional education system. How to establish a deep integration training model of innovation-entrepreneurship education and professional education is an urgent problem to be solved in college education. This paper

fully explores the intrinsic connection between innovation-entrepreneurship education and marketing professional education, specifically expounds the integration path between innovation-entrepreneurship education and professional education, and promotes the common development of both.

I. THE CONNOTATION AND RELATIONSHIP OF INNOVATION-ENTREPRENEURSHIP EDUCATION AND PROFESSIONAL EDUCATION

A. The content of innovation-entrepreneurship education and professional education

The core of innovation-entrepreneurship education is to train talents with pioneering personality with entrepreneurial awareness, pioneering spirit, and entrepreneurial ability as the training objectives. It combines research, education, and business training to develop students' awareness and psychology of innovation-entrepreneurship through research and simulation exercises. Quality and entrepreneurial ability to prepare for business, corporate activities and employment. Innovation-entrepreneurship includes starting a business and creating a business. Innovation is the foundation of entrepreneurship. Entrepreneurship is the embodiment of innovation [1]. Innovation-entrepreneurship education should be oriented to all students, with professional characteristics, throughout the entire process of personnel training. The combination of innovation-entrepreneurship education and professional education can only reflect the training objectives and concepts of training applied high-quality talents.

Professional education is also called specialized education or specialized learning. It uses general education as a prerequisite, and teaches professional theoretical knowledge and practical professional skills training systematically to achieve a certain level of education in a specific field. Professional education centrally embodies the central part of

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professional characteristics, has a certain professional orientation, and often has an interface with actual work in the future. The goal of professional education is to cultivate specialized talents that meet the needs of society. In our country, professional education is directly linked to actual work, and a relatively complete and standardized system has been formed in practice.

B. The relationship between innovation-entrepreneurship education and professional education

1) Professional education is the basis of innovation-entrepreneurship education

Professional education and innovation-entrepreneurship education are two important links in the university education system. The two are inseparable and interrelated. In order to cultivate applied talents adapted to the needs of the society, we must deal with relationships and effective integration. Professional education is the foundation and source of innovation-entrepreneurship education. Good professional education lays a solid foundation for innovation-entrepreneurship education. Therefore, innovation must be based on solid professional knowledge, leaving the support of professional disciplines, and the effectiveness of innovation-entrepreneurship education. The effect will be greatly reduced, and it cannot be carried out in depth. Under the background of the new era, innovation-entrepreneurship education puts forward new requirements for professional education. Students can better adapt to social production practices only through the study of professional knowledge and practical training for innovation-entrepreneurship, and the cultivation of applied talents will also be smoother.

2) Innovation-entrepreneurship education intensify professional education practice

The purpose of innovation-entrepreneurship education is not only to encourage students to start their own businesses, but also to cultivate students' quality. The study of professional knowledge lays the foundation for innovation-entrepreneurship education. Innovation-entrepreneurship education strengthens the practicality and application of professional education through project research, practical exercises, and business training. Innovation-entrepreneurship education can motivate students to develop the quality of theory and practice. They can internalize professional knowledge in practice and learn to use, and cultivate students' innovative ability and individualized quality. Innovation-entrepreneurship education to enhance the level of professional education, deepen the practicality and application of professional education, strengthen students' professional qualities and application capabilities, the two can't be neglected, only the combination of the theory and practice of the two can play a whole effect.

II. THE NECESSITY OF THE INTEGRATION OF MARKETING PROFESSIONAL EDUCATION AND INNOVATION-ENTREPRENEURSHIP EDUCATION

The discipline of marketing speciality has the characteristics of application and comprehensiveness. The integration of marketing professional education and

innovation-entrepreneurship education is the trend of applied education development. It is the requirement of modern society for talents. The two are complementary and are indispensable.

From the perspective of marketing professional education, innovation-entrepreneurship education is launched within the professional field of marketing. The professional theory of marketing lays the foundation for innovation-entrepreneurship education and provides a solid professional knowledge reserve. Because the current marketing professional education in colleges and universities has the problem of weak theoretical teaching and weak practical teaching, teachers use case teaching methods to make up for the shortcomings of campus education, but it is difficult to fundamentally solve the problems. By incorporating relevant innovation-entrepreneurship courses into the curriculum system, the curriculum system integrating professional education and innovation-entrepreneurship can be perfected to achieve the goal of cultivating applied talents; and through the introduction of innovation-entrepreneurship education programs and training, students will be provided with a vivid experience for learning professional courses. The teaching project and the creation of innovation-entrepreneurship education courses can make up for the lack of practical part in professional education; improving college students can't immediately integrate into the actual work-in-learning period of the enterprise after graduation, and improve the employment opportunities and employment quality of students.

Of course, there are also some problems in the integration of professional education and entrepreneurial entrepreneurship. There is insufficient attention to the misunderstanding of innovation-entrepreneurship education, and insufficient investment; many colleges and universities open to the innovation-entrepreneurship education curriculum is only to deal with the Ministry of Education's document policy, and the school curriculum is seriously out of touch. Various problems. Therefore, in the specific implementation process, innovation-entrepreneurship education should be included in the marketing professional education system is very necessary.

III. THE PATH OF EFFECTIVE INTEGRATION OF MARKETING PROFESSIONAL EDUCATION AND INNOVATION-ENTREPRENEURSHIP EDUCATION

According to the professional characteristics of marketing, it summarizes the implementation path of the effective integration of marketing professional education and innovation-entrepreneurship education. Combining the actual conditions of innovation-entrepreneurship education and professional education integration in Dalian University, in order to gradually implement the curriculum and practical activities and enhance the interaction between schools and society, the author constructed a system of integration of innovation-entrepreneurship education and professional education as shown in Figure 1. The main idea of the system construction is: the combination of theory and practice, the collaboration of various professions within the school, and the cooperation between schools and society. The main purpose is to cultivate applied talents with innovation-entrepreneurship and marketing professional capabilities. The system starts from the four subjects: students, teachers, schools, and enterprises.

Based on the characteristics of professional education and innovation-entrepreneurship education, it summarizes the models of professional curriculum infiltration, practical activity enhancement, and social cooperation. Finally, the curriculum system and teaching content twelve elements such as teaching methods, professional internships, competitions, and actual combat training are distributed among the three modes, forming a system in which innovation-entrepreneurship education meets professional education.

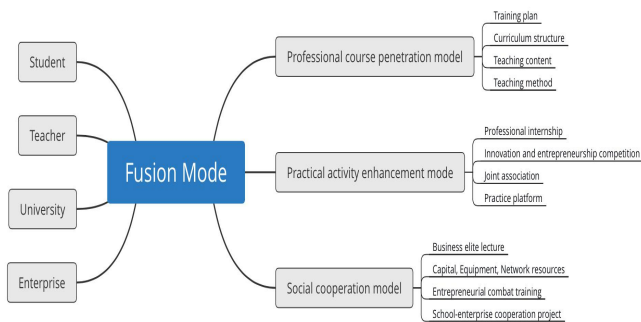


Fig. 1. Innovation-Entrepreneurship Education and Professional Education Integration Model

A. Professional course penetration model

The professional curriculum penetration model mainly refers to the penetration of innovation-entrepreneurship education into professional courses, which can gradually cultivate students' innovative spirit and entrepreneurial skills. The infiltration model of professional courses integrates professional education and innovation-entrepreneurship education from training programs, curriculum systems, teaching content, and teaching methods, and realizes the important goal of personnel training.

The marketing course system includes four basic modules: public basic courses, subject platform courses, and professional basic courses and professional courses. The innovation-entrepreneurship education in the current system includes entrepreneurial quality class, entrepreneurial practice class, entrepreneurial ability class and entrepreneurial knowledge module. Our school have professionally set up entrepreneurial practice courses; entrepreneurial knowledge courses can be timely converted from the perspective of the original management, economics and law perspectives, from the perspective of innovation-entrepreneurship to help students understand entrepreneurial knowledge, but also in the professional course to join the innovation-entrepreneurship theory And the analysis of cases; in addition to the lack of entrepreneurial quality courses, such as "Entrepreneurship", "Entrepreneurial Psychology" and so on. In addition to increasing the number of necessary entrepreneurial courses and improving the quality of the curriculum, a well-established education and teaching curriculum system should be developed in a timely manner by participating in the training related to innovation-entrepreneurship education or deep in the enterprise, and the teaching team should emphasize teaching in the teaching of professional courses. Improvements in methods and

examination methods are closely related to the theme of innovation-entrepreneurship. The project of innovation-entrepreneurship can be introduced into the curriculum, and it can be closely linked with professional courses. Through professional courses, theoretical knowledge can be applied to solve practical entrepreneurial project problems and help students understand the knowledge of innovation-entrepreneurship. We can also open the final exam to complete a report on innovation-entrepreneurship related to the marketing profession and enlarge the exam as a process, instead of being limited to one exam.

B. Practical activity enhancement mode

The practice-enhancement model refers to students' professional internships and practical teaching through the participation of the school to improve students' practical work ability and entrepreneurial ability. The main manifestations are internships, competitions, practice platforms, joint associations and studios.

The marketing profession has established a systematic practice system based on the Internet, including cognitive internships, business internships and graduation internships. In order to use social resources to carry out entrepreneurial activities and enrich students' extra-curricular activities, the colleges and universities can actively organize students from the School's Students' Joint Management School to participate in various competitions. Most of these competitions are mainly composed of teachers and students of various teaching and research departments, and each professional internship. Responsible person is launched in the form of assistance, from school competitions, provincial competitions and national competitions, such as the annual LiaoNing Provincial Market Survey and Analysis Competition, the "Internet+" College Student Innovation and Entrepreneurship Competition, and the LiaoNing College Student Internet Business Application Competition. The students' innovation and entrepreneurial ability and their interest in entrepreneurship have been greatly improved, and the continuous development of innovation-entrepreneurship education has been promoted. In order to promote competition, match teaching and learning.

C. Social cooperation model

Socialized cooperation is an important means for carrying out innovation and entrepreneurial activities. It refers to the actual training of colleges and universities in absorbing social resources joint enterprises, governments and other social units to conduct innovation and entrepreneurship education. Schools and enterprises can jointly carry out practical training for innovation and entrepreneurship and some constructive projects, provide students with opportunities for research and study, allow students to enter the community, and allow students to grow in the project. In the actual operation process, the organic combination of the use of social forces and professional education is handled well, and the students' innovative entrepreneurship and innovative practical ability are emphasized.

In order to increase the college students' awareness of innovation and entrepreneurship and expand the knowledge of college students, colleges and universities invited the elites of

enterprises to give students lectures on entrepreneurship, and increase their confidence in entrepreneurship through sharing of practical experience. Use social cooperation forces to solve hardware, hardware and network resources required for funding, innovation and entrepreneurial activities. Can use the company's advanced network resources platform to complete the students' entrepreneurial activities; encourage college students to carry out entrepreneurial activities, experience the hardships of entrepreneurship in actual entrepreneurship and assume responsibility for the establishment and construction of enterprises.

IV. CONCLUSION

Faced with the rapid development of the economy and the difficulties in the implementation of innovation-entrepreneurship education, this paper proposes three models of professional curriculum penetration, practical activity enhancement, and socialized cooperation, and builds a system of integration of innovation-entrepreneurship education with professional education. The process of integrating innovation-entrepreneurship education with professional education is of great significance to training applied talents, perfecting the marketing curriculum system, and enriching students' socialization and practice activities.

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