Research on practice of innovation and entrepreneurship education in vocational education management

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Abstract: This paper aims to explore the practice of innovation and entrepreneurship education in vocational education management. By analyzing the essence of vocational education management and innovation and entrepreneurship education, it examines the current issues in this area. It also analyzes effective practical models through real-world case studies and proposes strategies to enhance innovation and entrepreneurship education in vocational education management. The goal is to improve the ability of vocational education to cultivate innovative talents and meet society's demand for innovative professionals.

Keywords: vocational education management; innovation and entrepreneurship education; practice mode; talent training

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Introduction

With the development of economic globalization and the knowledge economy, innovation and entrepreneurship have become key drivers of economic growth. Vocational education, as a crucial pathway for training front-line technical and skilled personnel, plays an indispensable role in nurturing talent for innovation and entrepreneurship. This has been confirmed by numerous studies, which show that innovation and entrepreneurship not only help optimize industrial structures and enhance economic efficiency but also create more job opportunities and boost economic growth. Government policies, such as tax incentives, startup funds, and technological innovation grants, effectively reduce the costs of starting a business, provide financial and resource support, and encourage the growth of more innovative enterprises. However, to achieve effective innovation and entrepreneurship education, it is essential to conduct in-depth exploration and practice in the management of vocational education.

1.The connotation of vocational education management and innovation and entrepreneurship education

1.1 Management of vocational education

Vocational education management is a comprehensive project that encompasses multiple dimensions, including the operation of vocational colleges, student development guidance, faculty team building, and resource allocation. Its primary goal is to establish an efficient and orderly educational management system to enhance the quality of talent

cultivation and ensure graduates can smoothly meet industry needs, thereby promoting sustainable social development [1]. In practical management, educational goals should be based on regional economic characteristics and industry trends. The curriculum should be modular and progressive, with teaching methods emphasizing the integration of work and study and task-driven learning. Evaluation mechanisms should establish a diversified standard, combining process assessment with outcome-oriented comprehensive evaluation. Currently, under the policy of 'mass entrepreneurship and innovation,' vocational education management is transitioning from single-skill training to the cultivation of versatile talents, with a particular focus on enhancing students' innovation awareness and practical skills to promote the deep integration of the education chain and the industrial chain [2].

1.2 Innovation and Entrepreneurship Education

Innovation and entrepreneurship education is a modern educational paradigm that focuses on cultivating innovative awareness, critical thinking skills, and entrepreneurial qualities. Its core lies in stimulating students' proactive exploration, critical thinking, and resource integration through systematic course design and practical guidance, thereby shaping versatile talents with forward-looking vision and risk management capabilities. In the vocational education system, this type of education not only emphasizes the transmission of entrepreneurial theory but also integrates innovative thinking with professional skills, enabling students to enhance their problem identification and solution design abilities in real-world industrial settings. For instance, some institutions introduce real projects from enterprises and organize simulated entrepreneurial training, creating an integrated learning environment where students can develop practical skills in market analysis, teamwork, and business planning while performing technical operations [3]. This educational model transcends the single dimension of traditional skill education, offering more flexible development paths for vocational college students.

2.Problems existing in innovation and entrepreneurship education in vocational education management

2.1 Lagging educational concepts

In some vocational colleges, the educational goals still heavily emphasize traditional employment orientation, confining students 'career development to the cultivation of specific job skills. This model focuses on standardized output and job fit, neglecting the systematic development of students' independent innovation capabilities and entrepreneurial awareness. Many management and frontline teachers in these institutions believe that innovation and entrepreneurship education is only suitable for a few students with 'entrepreneurial potential,' or they view it as an isolated course or phased activity, failing to elevate it to a strategic level and integrate it into the comprehensive talent development system of vocational education [4]. In practice, innovation and entrepreneurship content is often marginalized, lacking systematic design and institutional support, making it difficult to reflect its core value in curriculum design, teaching methods, and evaluation standards. This lag in conceptual understanding directly results in

one-sided educational practices, weakening students' adaptability and competitiveness in the face of future industrial changes.

2.2 Weak teaching staff

In the process of promoting innovation and entrepreneurship education in vocational education, the development of a competent teaching staff has become a critical bottleneck. Many vocational education teachers are confined to classroom instruction for extended periods, lacking practical experience in industrial settings. This lack of hands-on experience makes it challenging for them to provide practical guidance in their teaching. Moreover, innovation and entrepreneurship education is highly comprehensive and application-oriented, requiring teachers to have knowledge in areas such as management, technology, and finance, as well as the ability to guide students through project incubation, resource integration, and risk assessment. However, in practice, most teachers 'knowledge is still confined to their academic disciplines, lacking cross-disciplinary practical experience and skills. This results in overly theoretical course content that lacks practical relevance and applicability [5]. Even when some teachers do offer related courses, they often rely heavily on textbooks, which fails to stimulate students' innovative thinking and entrepreneurial spirit, thereby affecting the effectiveness of innovation and entrepreneurship education.

2.3 The course system is not perfect

Currently, innovation and entrepreneurship courses in vocational education often exhibit a tendency towards isolation, failing to effectively integrate with the professional curriculum system. Most institutions still primarily use traditional disciplinary frameworks in their course design, which marginalizes the content of innovation and entrepreneurship, making it difficult to provide systematic teaching support. Classroom instruction mainly focuses on theoretical knowledge, such as the entrepreneurial process and business plan writing, but rarely adopts project-based teaching methods grounded in real-world industrial contexts. This makes it challenging for students to apply theoretical knowledge to practical operations, leading to significant difficulties when facing real market environments. Additionally, while some courses do include practical training components, the lack of resource investment and monotonous teaching design prevent these components from effectively simulating the critical stages of innovation and entrepreneurship, thereby reducing their effectiveness in developing students 'practical skills. This teaching model, which emphasizes theory over practice, seriously hinders the deep cultivation of students' innovative awareness and entrepreneurial capabilities and fails to meet the modern industry's urgent need for versatile technical and skilled talents.

2.4 Lack of practical platform

The advancement of innovation and entrepreneurship education in vocational colleges relies heavily on the robust support of practical platforms. An ideal practical environment should simulate real-world entrepreneurial scenarios, allowing students to gain immersive experiences in project planning, resource integration, and market promotion. However, in many vocational colleges today, the development of these practical platforms is

significantly lagging, with common issues such as a lack of bases, overly limited functions, and rigid operational mechanisms. Some schools do have entrepreneurship incubation centers, but due to constraints in funding, space, and management experience, they struggle to establish effective support systems. Some training venues are only equipped with basic facilities, lacking comprehensive coverage and dynamic guidance for the innovation process, leading to cognitive gaps and skill mismatches among students during practical operations. Additionally, the school-enterprise cooperation platform has not fully realized its potential, with insufficient enterprise resource input and low project conversion rates, hindering the formation of a sustainable innovation and entrepreneurship ecosystem. The absence of these platforms not only significantly reduces students' practical training opportunities but also, at a deeper level, hinders the strategic value of vocational education in cultivating innovative talents.

3.Case analysis of practice mode of innovation and entrepreneurship education in vocational education management

3.1 Take Shenzhen Vocational and Technical College as an example

Shenzhen Polytechnic is actively advancing the reform of its curriculum system, deeply integrating innovation and entrepreneurship education into the entire teaching process of all majors. For instance, in the Electronic Information Engineering major, new courses such as 'Innovative Design of Electronic Products' and 'Practical Innovation and Entrepreneurship Projects' have been introduced, achieving a deep integration of innovation and entrepreneurship knowledge with professional skills. This approach naturally fosters students 'innovative thinking and entrepreneurial abilities during their studies. In terms of faculty development, the college actively recruits business elites with rich experience in innovation and entrepreneurship as part-time teachers and encourages in-house teachers to gain practical experience in enterprises to enhance their practical teaching skills. Additionally, the college organizes specialized training for teachers on innovation and entrepreneurship, forming a' dual-qualified' teaching team that combines theoretical knowledge with practical experience. In terms of practical platform construction, the college has established a multi-level incubation system, including an on-campus innovation and entrepreneurship park and a co-working space, providing comprehensive services such as project incubation, entrepreneurial guidance, and financial support. This helps students transform their ideas into tangible results, creating a systematic platform for innovation and entrepreneurship education.

3.2 Case Inspiration

The practical experience at Shenzhen Polytechnic demonstrates that the effective promotion of innovation and entrepreneurship education relies on systematic curriculum restructuring, diversified faculty development, and well-functioning practical platforms. In terms of the curriculum system, the college integrates innovative methodologies with professional teaching through embedded course design, enabling students to enhance their problem identification, solution design, and market analysis skills simultaneously during

technical training. The faculty includes both teaching experts with deep academic backgrounds and industry mentors with rich practical experience, achieving a seamless integration of theory and practice and generating significant synergies. The campus's co-creation space and incubation base provide students with comprehensive support from idea conception to project implementation, creating an immersive learning environment that mirrors real-world entrepreneurship. This deeply integrated' teaching, learning, and doing 'operational mechanism has effectively stimulated students' innovative potential and significantly enhanced the adaptability and leadership of vocational education in serving regional economic development.

4.Strengthen the strategy of innovation and entrepreneurship education in vocational education management

4.1 Update the concept of education

Managers and teachers in vocational colleges must recognize the strategic importance of innovation and entrepreneurship education, viewing it as a key driver for the high-quality development of vocational education. They should proactively update their educational philosophies, adopting a focus on capability development and innovation-driven thinking, integrating these qualities into every aspect of talent cultivation. In practical teaching, it is crucial to inspire students 'independent exploration, guiding them through real-world projects to develop essential skills such as market analysis, teamwork, and resource integration. Additionally, the teaching environment should be enriched with situational elements, using methods like case studies and simulation training to genuinely enhance students' ability to tackle complex problems. By truly embedding the spirit of innovation and entrepreneurial practice into the vocational education system, we can effectively meet the urgent need for versatile technical and skilled professionals in the new era.

4.2 Strengthen teacher training

It is essential to significantly enhance support for teachers 'innovation and entrepreneurship capabilities, systematically building a multi-level, multi-channel training system. By organizing teachers to participate in high-level domestic and international innovation and entrepreneurship seminars, practical training camps co-organized by schools and enterprises, and industry forums, we can promote the updating of their knowledge systems and broaden their practical perspectives. Additionally, a regular exchange mechanism between school and enterprise personnel should be established, with teachers being dispatched to frontline enterprises for on-the-job practice to deepen their understanding of industrial trends and market dynamics. Teachers are encouraged to integrate innovation and entrepreneurship education research into their teaching practices, exploring course design models, evaluation systems, and teaching methods that suit the characteristics of vocational education, thus forming replicable teaching outcomes. Regular teaching reform seminars and case sharing sessions should be held to promote the accumulation of experience and model innovation, comprehensively enhancing teachers' teaching competence and their ability to contribute to scientific research.

4.3 Optimize the curriculum system

The core of building a curriculum system oriented towards innovation and entrepreneurship lies in the organic integration of such education with professional education. By restructuring the curriculum, the training of innovative thinking and the cultivation of entrepreneurial skills are integrated into the entire teaching process of each major, promoting a high degree of synergy between theoretical learning and real-world operations. In terms of content planning, a project-oriented learning approach is emphasized, leveraging school-enterprise co-built task-driven course modules to enable students to systematically master core skills such as market research, risk assessment, and business model construction through practical scenarios like simulated operations, business planning, and product development. Additionally, industry experts and entrepreneurship mentors are involved in the course implementation to enhance students' adaptability and decision-making skills through real case analysis and practical exercises, thereby forming an innovative and entrepreneurial course ecosystem with vocational education characteristics.

4.4 Improve the practice platform

Vocational colleges should proactively align with the needs of regional industrial development, collaborating with leading enterprises and local governments to establish comprehensive innovation and entrepreneurship practice bases that encompass innovation incubation, skills training, and project transformation. By jointly building shared practical training bases, industry colleges, and entrepreneurship incubators, these bases create realistic work scenarios for teaching, enabling students to enhance their overall capabilities through project operations, teamwork, and market engagement. Leveraging government policy guidance and financial support, schools and enterprises can deepen their cooperation by jointly developing practical course systems oriented towards real-world tasks, thus forming a new model for cultivating innovative and entrepreneurial talents under the integration of industry and education. Additionally, a multi-dimensional competition platform should be established to organize students in various innovation design, business planning, and entrepreneurship simulation competitions, enhancing their market sensitivity and risk management skills, thereby effectively improving the quality of vocational education talent cultivation.

Conclusion

In the management of vocational education, promoting innovation and entrepreneurship is an inevitable requirement of the times. Despite the numerous challenges currently faced in this area, by adopting effective strategies and learning from successful models, the quality and level of innovation and entrepreneurship education in vocational education can be continuously improved. This will help cultivate more professionals with innovative and entrepreneurial skills, providing robust talent support for the development of the social economy.

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