

## Research on the Application of Project Management Mode in the Innovation and Entrepreneurship Education of Higher Vocational Education

Guangyu Yan

Chengdu Polytechnic, Chengdu, 610041, China

**Keywords:** project management; higher vocational education; innovation and entrepreneurship; risk aversion

**Abstract:** The rise of project management mode and the emergence of information technology in human society and gradually become intelligent has an important role. The project management mode is applied to the daily organization activities and the construction of the project, which greatly improves the management efficiency and progress of the project. The innovation and Entrepreneurship of higher vocational education is the inevitable choice of the reform of Higher Vocational Education in China, and the application of project management mode in the innovation and entrepreneurship education of Higher Vocational Colleges and all other colleges has been ignored. This paper applies the project management mode to the innovation and entrepreneurship education of higher vocational education, analyzes its necessity and feasibility, and provides a new alternative mode for the innovation and entrepreneurship mode of higher vocational education.

### 1. Introduction

In the present stage of higher vocational education, the basic purpose of training is to meet the current social labor demand. In short, it is a kind of education mode which takes the individual students as the training object and takes the students' major, the social status of the post and the achievements they can achieve in the post as the value orientation. Although this kind of training method can see the effect in a short time, the students who can be cultivated have the corresponding technology and skills, help the students adapt to the social work quickly, and can quickly change from the identity of campus people to social people, but because of the rigidity of this kind of education, the students do not have the ability to respond to the social change quickly. With the changes of the times, they will follow the Not up to the pace of development and change of the times. Innovation and entrepreneurship education is an education mode driven by the background of the times. In today's education industry, innovation and entrepreneurship education should be vigorously carried out. Science and technology can prosper the country, education promotes the development of science and technology, and promotes the progress of society. Innovation and entrepreneurship education is not only an inevitable means to promote social development, but also the internal demand of Higher Vocational Colleges in education reform and development. Innovation and entrepreneurship education is of great significance to optimize the education mode of higher vocational colleges, change the traditional teaching, guide students' thinking, change students' thinking, and improve their adaptability and learning ability.

Higher vocational colleges should vigorously carry out and develop innovation and entrepreneurship education, which is not only the result of social development and national policy guidance at this stage, but also the internal demand of Higher Vocational Education in the direction of reform and development at this stage. The innovation and entrepreneurship education is carried out late in our country, and it is still an initial stage at present. When exploring the innovation and entrepreneurship education in higher vocational education, the scholars of education often neglect the role of management mode in the innovation and entrepreneurship education. As far as we know, few people associate the project management mode with the innovation and Entrepreneurship of higher vocational education, but the project management mode is highly efficient in engineering application. Orderly, if we can correctly and appropriately apply the management mode to the innovation and entrepreneurship education of higher vocational education, it will undoubtedly speed

up its development process. Students learn a suitable way from the project management mode, and make students quickly adapt to the rapid changes of the society with half the effort. They have their own fixed and changeable ways of response. In addition, the most important thing is to integrate the project management mode into the innovation and entrepreneurship education, which can avoid certain entrepreneurial risks under certain circumstances, and play an important role in reducing the probability of entrepreneurial failure and money loss.

## **2. The meaning of innovation and Entrepreneurship**

European and American countries recognized the role of innovation and entrepreneurship education in social development and progress earlier, and developed the research and practice of innovation and entrepreneurship education earlier. Because of its great contribution to the society and social development in the research and development stage, other countries also saw the advantages of this education mode, and gradually by each country. Drawing lessons from, has been the attention of various developed countries. In this kind of environment that all countries research and develop innovation and entrepreneurship education together, the research of innovation and entrepreneurship education has been developed to a certain extent, and has made a lot of achievements. Up to now, the research contents of innovation and entrepreneurship education mainly include the research on the connotation of innovation and entrepreneurship education, the research on innovation and entrepreneurship education mode, the research on innovation and entrepreneurship education curriculum system and the research on innovation and entrepreneurship education teachers. The following will briefly introduce the research on these four aspects.

### **2.1 Research on the connotation of innovation and Entrepreneurship Education**

With the continuous development of all aspects of society, the rapid development of science and technology, the improvement of the external research environment, the academic research on innovation and entrepreneurship education is gradually in-depth, and its connotation is also constantly enriched.

There are many definitions about the connotation of innovation and entrepreneurship education. Different perspectives always have different results. What is more well known is the explanation made by Plaschka and Welsch of University of Delberg in 1990. They explain the connotation of innovation and entrepreneurship education from the perspective of function. They believe that innovation and entrepreneurship education can not only improve the effective competitiveness, but also promote the development of innovation and entrepreneurship education. The key to social innovation and the development of social productivity.

Through the development of innovation and entrepreneurship education courses and activities in Colleges and universities, a large number of high-quality talents with innovative thinking and creativity have been trained for the society. This part of outstanding social talents rely on the knowledge and professional technology acquired by themselves, through independent entrepreneurship, and with the new enterprises established by them as the platform for work development, to transform the emerging science and technology into productivity output. Therefore, it can be concluded that depending on innovation and entrepreneurship education as the main thrust, it can have an incalculable impact on economic development. Professor Bechard of HEC advanced business school in Canada first defined innovation and entrepreneurship education as a new form of teaching in 1998. Through the official formal teaching method, the education mode continuously teaches and guides the training of people with their own thoughts and ideas, changes the thinking mode of the educated, gradually helps and guides the educated to generate new thinking and problem-solving thinking, develops imagination, does not stick to and inherent thinking mode, and can have different and effective ways of thinking and problem-solving.

The emergence of this kind of education mode gives a new explanation to the purpose of education at a certain level, and refutes the view that “education profit” is the only purpose of education. Jack and Colin, American scholars, have different understandings of innovation and entrepreneurship education. They believe that innovation and entrepreneurship education is a kind

of education process aimed at improving people's entrepreneurial ability, as well as an all-round and multi-level comprehensive education process to enhance awareness, thinking space, professional technology, etc. The difference between the education process and the traditional education process is that the education process can help students master professional skills, understand and have the ability of independent entrepreneurship.

## **2.2 Research on innovation and entrepreneurship education mode**

The mode of innovation and entrepreneurship education started in developed countries such as Europe and the United States at the earliest, so it is also developed countries such as Europe and the United States that benefit the earliest. The correct development of innovation and entrepreneurship education mode has laid a solid foundation for the development of innovation and entrepreneurship education in Europe and the United States. Different countries have formulated different education models for the development of innovation and entrepreneurship education, such as the CBE model with its own characteristics in the United States. CBE model is a classic model of innovation and entrepreneurship education, and also a classic model of American Higher Vocational Colleges in innovation and entrepreneurship education. Generally speaking, CBE model is a competency based education model, which integrates the outstanding achievements after the reform of contemporary vocational technology. Its original intention is to meet the needs of Higher Vocational education and on-the-job training education. Therefore, the model has many advantages, which can be summarized into four characteristics. First, its training objective is no longer the priority of interests, but the positioning of the training objective and evaluation standard as the professional ability of the post; second, the model has its special focus on the teaching basis, and the ability as the measurement index; third, the model pays more attention to the self reflection of the individual. Finally, the model emphasizes that teaching should have scientific flexibility and scientific management to achieve the desired educational results.

Australia, which is also a developed country, has created three forms of innovation and entrepreneurship education mode, which can be divided into popularization mode, professional mode and training mode according to the goal and level of training. The training mode of Higher Vocational Colleges conforms to the definition of training mode, and is a typical training mode. This mode not only educates the employment of students in accordance with the traditional education method, but also expands the professional and technical ability of college students. Both of them work together and take it as the center. It focuses on cultivating the professional and independent entrepreneurial ability of students. In the practice of practical innovation and entrepreneurship teaching, it adopts flexible teaching form, standardizes the education content in modular form and pays attention to reality. Practice, in the teaching process to a large number of practical demonstration, and pay attention to observe its process and details.

## **2.3 Research on the curriculum system of innovation and Entrepreneurship Education**

In view of the early start of innovation and entrepreneurship education in foreign developed countries, there is no accident that they have a relatively complete curriculum education system, and can effectively transform the curriculum system into the actual entrepreneurial process. After a long time of continuous development of their curriculum system and practice, their curriculum design arrangement is more reasonable, which can scientifically and effectively build a bridge between curriculum and practice, and improve the quality of education. It also plays an important role in educating the general quality of the population. As a simple example, taking the high efficiency of the United States as an example, its curriculum design has become systematic, successfully built a bridge between innovation and entrepreneurship courses and social life, and closely linked them together. The organic unity and integration of entrepreneurship courses and professional knowledge make entrepreneurship courses become a common existing course of Education as well as subject courses, which is a general education. Part of education is not independent. Teaching, scientific research and practice are a set of combinations. It is a virtuous cycle system and an indispensable part of every educatee. At the same time, practice is the only way to develop, it constantly promotes the development of the system and enriches its content.

## **2.4 Research on teachers of innovation and Entrepreneurship Education**

Similarly, take the United States, which has developed well in innovation and entrepreneurship education as an example. First of all, the United States has basically met its requirements in terms of the teachers' strength in education. At the same time, because the United States pays more attention to innovation and entrepreneurship education, it constantly adjusts its teacher construction system in the process of practice. Now, its system is developing well, and its sources are also diverse, mainly including two categories: specialized There are two types of teachers: professional and part-time. According to different types of teachers, efficient and especially different training methods, such as full-time teachers, colleges and universities pay more attention to their own quality and their practical experience, and from these two aspects, carry out targeted training. First of all, the school will encourage teachers to go deep into the enterprise, and support teachers to cooperate with the enterprise and accumulate scientific research experience in the form of scientific research funds. The second is to train them in this aspect. For part-time teachers, they mainly refer to those who are authoritative, influential and representative in the industry hired by the school with high salary. Such teachers usually have rich practical experience and strong influence ability.

## **3. Innovation and entrepreneurship education integrating project management mode**

The form of research education is always inseparable from the definition of educational content. The research content of innovation and entrepreneurship education mainly includes the following aspects:

(1) Consciousness education. The consciousness of innovation and entrepreneurship is the core of innovation and entrepreneurship, which has a guiding position and role. Whether the education of innovation and entrepreneurship can be implemented smoothly or not has a great impact on it.

(2) Spiritual education. In addition to the correct idea of innovation and entrepreneurship, information and belief are also indispensable in the process of students' entrepreneurship. Only when people have faith can they succeed. Innovation and entrepreneurship can give students encouragement, confidence, belief, etc., and help students to improve their initiative and responsibility, focusing on the expression of emotion and attitude.

(3) Ability education. Ability is the key to success. To a certain extent, it can also reflect the spirit of innovation and entrepreneurship, which is related to the personality and temper of the entrepreneurs themselves, but to a greater extent, it is acquired through the education and practice after tomorrow. There is no obvious way to define the number of capabilities, whether the psychology is strong, whether the comprehensive quality is excellent, etc. can be regarded as a suitcase of capabilities.

(4) Knowledge education. Innovation and entrepreneurship in knowledge education is more focused on the control of theoretical basis.

(5) Practical education. All the above contents belong to the education of innovation and entrepreneurship theory, and the purpose of innovation and entrepreneurship is to cultivate innovation and entrepreneurship in real practice, so practice education is an essential link, enriching and improving the theory of innovation and entrepreneurship, integrating theory and practice, and combining knowledge and ability perfectly.

The development of innovation and entrepreneurship education in Higher Vocational Colleges comes from the development and needs of society and the reform of higher vocational education. In the first two sections, I spend a lot of ink to introduce the development process of innovation and entrepreneurship education, the research of innovation and entrepreneurship in all aspects, and the education content of innovation and entrepreneurship education. I will find that although the development of innovation and entrepreneurship has achieved some results over the years, but In fact, it is still an immature education system, and in the research and promotion of any mode of innovation and entrepreneurship education, there must be different considerations. At this time, the implementation of a certain mode can be regarded as a project, and the implementation of the project has the process of planning, implementation and maintenance. Because of its immaturity,

innovation and entrepreneurship education mode has certain risk, and risk avoidance is a major feature of project management attributes. Although it can not be 100% sure that no risk will occur, it reduces the risk to a certain extent.

#### **4. Conclusion**

In this way, to some extent, higher vocational colleges dare to try to open this course, isolate and support students to start their own businesses. With the innovation and entrepreneurship education of project management mode, with this idea, each step of innovation and entrepreneurship can be planned well, and all kinds of possible emergencies can be predicted. Even if failure cannot be avoided, the risk can be reduced to a minimum, which helps. At the same time, students should avoid huge economic losses.

Applying the project management mode to the innovation and entrepreneurship education of higher vocational education can form an efficient management mode in the continuous development, make full use of the advantages of the management mode, adapt to the development of the innovation and entrepreneurship era, avoid risks, and help students to start businesses and find jobs.

#### **References**

- [1] Xue Chenglong, Lu Caichen, Li Duanmiao. Review and Reflection on Innovation and Entrepreneurship Education in Colleges and Universities During the 12th Five Year Plan period [J]. China higher education research, 2016, 02.
- [2] Zheng Wen, Lin Jie. Investigation and Analysis of the Current Situation of Innovation and Entrepreneurship Education in Higher Vocational Colleges -- Taking Guangdong as an example [J]. China Vocational and Technical Education, 2016, 27.
- [3] Xu Wenhai, Cao Jing. Exploration of Innovation and Entrepreneurship Education in Higher Vocational Colleges [J]. Theory and Practice of Education, 2014, 33.
- [4] Ma Yongbin, Bai Zhe. Research and Exploration on the Practical Mode of University Innovation and Entrepreneurship Education [J]. Research on Education Tsinghua University, 2015, 06.