

## Research on Effective Integration Path of Innovation and Entrepreneurship Education and Professional Education in Applied Undergraduate Colleges

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**Abstract.** With the continuous innovation and development of China's education, people's attention to double-creative education has also increased. Dual-innovation education refers to entrepreneurship education and innovative education. Through the effective combination of the two, through links and constraints, students'innovative thinking and innovative ability can be trained. Through the development of double-creative education, students'knowledge and abilities can be transformed into productive forces, and students can strengthen the effective play of their innovative consciousness, so as to put it into action and improve their innovative ability. Entrepreneurship education is not only the external form of expression, but also the basis of innovative education. The effective combination of the two can optimize the training methods of university talents and improve students'ability and comprehensive quality. In this context, this paper briefly analyzes the specific path of effective integration of innovation and entrepreneurship education and professional education in Applied Undergraduate Colleges and universities, hoping to effectively improve the quality of talent training in Applied Undergraduate Colleges and universities.

### Introduction

At present, there are a series of problems in the development of innovation and entrepreneurship education in Applied Undergraduate Colleges and universities in China. This paper further analyses and discusses the actual development of innovation and entrepreneurship education from the following aspects, and summarizes specific strategies for effective integration of innovation and entrepreneurship education and professional education.

### Problems in Innovation and Entrepreneurship Education in Current Applied Undergraduate Colleges and Universities.

(1) The curriculum system of innovation and entrepreneurship education in Colleges and universities is not perfect enough.

Although our country's innovation and entrepreneurship education research has achieved certain teaching results, but most colleges and universities have not improved the curriculum system of innovation and entrepreneurship education, nor integrated into the formal education system of our country. It is difficult to form a scientific and standardized curriculum system. There is no clear instructions for innovation and entrepreneurship education in the general plan of higher education. Most colleges and universities regard innovation and entrepreneurship education as employment. Part of the guidance course, or the specific content of school elective courses and entrepreneurship lectures. This kind of teaching mode makes the class hours of innovation and entrepreneurship education scarce, the infrastructure is difficult to guarantee, and seriously reduces the quality of innovation and entrepreneurship education. In China, the research on innovation and entrepreneurship started relatively late, and there are no functional departments without specific implementation. Most of the scholars of innovation and entrepreneurship research are involved in

other specialties, and lack of special research on innovation and entrepreneurship education, which makes it difficult to form a cross-integration between innovation and entrepreneurship education and professional courses.[1-3]

(2) Teachers need to be improved

With the diversified development of society, social employers need to attach great importance to the professionalism and comprehensive ability of talents. The important factor for the successful implementation of entrepreneurship-oriented simulated practice teaching in Colleges and universities is the faculty strength. At present, most colleges and universities lack full-time faculty, and the existing innovative and entrepreneurial teachers have not received systematic education and training, although these teaching methods can not be carried out smoothly. Teachers have abundant professional knowledge, but they lack entrepreneurial experience, which makes it difficult to accurately grasp the operation and management of enterprises. In the specific teaching process, they can not effectively apply the real cases of enterprises to explain the practice, resulting in weak guidance in the practice of simulation training teaching, and it is difficult for students to improve their interest in learning.

At present, the innovation-oriented decision-making simulation training teaching should be strengthened. However, the lack of professional knowledge and the improvement of teachers' quality also limit the effective integration of innovation and entrepreneurship education and professional education in Colleges and universities.

(3) The effect of innovation and entrepreneurship education activities is weak, and there is a lack of practical platform.

In some applied undergraduate colleges and universities, innovative entrepreneurship practice is also a compulsory practice course for college students. At the same time, colleges and universities also organize college students to declare the innovative entrepreneurship practice training program for college students and participate in relevant competitions. However, due to the insufficiency of management mechanism and base construction, students' lack of innovation and entrepreneurship awareness and corresponding ability, resulting in the activities failed to achieve the desired results. At the same time, some Application-oriented Undergraduate Colleges and universities do not attach enough importance to innovation and entrepreneurship education, and do not provide more platforms for students to practice, such as laboratories, practice bases, school-enterprise cooperation platforms, resulting in students unable to fully participate in innovation and entrepreneurship practice activities, experience accumulation, let alone innovation and entrepreneurship practice ability enhancement.

### **The Specific Path of Effective Integration of Innovation and Entrepreneurship Education and Professional Education in Applied Undergraduate Colleges and Universities.**

(1) Guiding students to establish correct professional values

At present, under the implementation of double-innovation education in China, a unique education system has been formed, which has the following characteristics: One. In the process of innovation and entrepreneurship education, students' roles and identities have changed, and the interaction with other classmates has been strengthened. Two. At present, our country vigorously advocates double-creative education. Because of the wide range of policies, the degree of openness provides practical opportunities for the diversified development of College students. Three. Stimulate students' innovative thinking and ability. Four. Good momentum of development supported by the state and society in an all-round way, innovate students' development thinking, effectively stimulate the vitality of market economy, and promote the sustainable development of our socialist market economy.[4-6]

Under the development concept of Ideological and political education and double creative education in Colleges and universities, we should further understand students' ideological and cognitive connotation, use ideological and political education to guide students to establish correct occupational values, strengthen ideological and cultural education, improve students' cultural consciousness, help to promote students' effective implementation of innovative thinking and

entrepreneurial ability, and improve students' entrepreneurial qualities and abilities. Comprehensive ability.

#### (2) Improving the educational mechanism

In the current era of rapid development of science and technology, innovative skilled talents have become an important force in China's social and economic development. In order to improve the quality of personnel training, Applied Undergraduate Colleges and universities must combine the diversified needs of social and economic development, effectively change their educational concepts, effectively integrate innovative entrepreneurship education into the process of education, and effectively strengthen innovative entrepreneurship education and specialty. Long-term integration of Vocational education. We can start with the overall mechanism of colleges and universities, effectively unite innovative entrepreneurship education mechanism with professional education instructors and educational administrators to form an educational linkage mechanism. Colleges and universities actively do a good job in performance appraisal and teacher training, and effectively promote the effective integration of professional education and innovative entrepreneurship education with the support of staffing and system.

The effective integration of professional education and innovative entrepreneurship education is also the direction and goal of the development of Applied Undergraduate Colleges and universities. Professional education is theoretical and knowledgeable, innovative entrepreneurship education is practical and operable. Only by combining theory with practice can innovative entrepreneurship talents be trained, that is to say, classroom teaching and extracurricular practical activities be organically combined.

#### (3) Constructing a Diversified Talent Training Framework

Teachers should adjust the talent training program according to the students' learning situation and the content of the textbooks. They should be able to use the teaching concept of students as the main body to guide and help students to carry out interesting teaching and actively discuss with students the new situations and problems arising in the teaching process.

Through building a multi-scale and Multi-channel Talent Training framework, the talent training plan can meet the students' diversified learning needs, encourage students to grasp the opportunities and platforms of school-enterprise cooperation, understand the importance of innovation and entrepreneurship education in the process of experiencing entrepreneurship, and help to improve students' professional practical skills and innovative entrepreneurship awareness.[7,8]

#### (4) Strengthening the Construction of Innovation and Entrepreneurship Education Practice Platform.

Schools should provide sufficient practice platform for college students' innovation and entrepreneurship. Firstly, we should strengthen the second classroom activities. Compared with classroom teaching, the second classroom aims to carry out various educational activities for students in a purposeful, planned and organized manner, so as to cultivate students' innovative and entrepreneurial ideas and consciousness by means of the second classroom. Secondly, we should strengthen the construction of practice bases and training platforms, promote school-enterprise cooperation, improve the operation mechanism of school innovation and entrepreneurship practice platforms, strengthen the construction of production, teaching and research bases, strengthen the exchange between schools and enterprises to form linkage, and encourage college students to practice. Finally, we should strengthen the construction of "Internet +" innovation and entrepreneurship practice platform by using the advantages of the Internet. In July 2015, the State Council put forward specific requirements for the promotion of "Internet +" innovation and entrepreneurship in the guiding opinions on actively promoting the "Internet plus" action. The national economic development needs "Internet +" innovation and entrepreneurship talents. University students also need to expand their innovative and entrepreneurial thinking in the "Internet +" environment, and use the advantages of the Internet to truly carry out the practice of innovation and entrepreneurship.[9,10]

## Summary

In summary, we can see that in the current era of entrepreneurship, Application-oriented Undergraduate Colleges and universities in order to effectively adapt to the diversified needs of social and economic development, the training of innovative technical talents as a teaching goal, this kind of education reform has promoted the further development of China's social economy. Applied undergraduate colleges and universities should strengthen innovation, effective integration of entrepreneurship education and professional education, in order to ensure students' professional skills and comprehensive literacy, thereby improving social practice ability.

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