

Integration Path of International Business Major and Entrepreneurship Education

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Abstract: In recent years, with the rapid development of the information society and the market economy, the traditional knowledge model has been far from meeting the needs of intellectuals, and the update rate of knowledge has gradually accelerated. According to current UNESCO statistics, human beings historically, 10% of scientific knowledge accumulated over tens of thousands of years, and 90% accumulated over the past three decades. As the cradle of cultivating talents, colleges and universities have the obligation and responsibility to cultivate a group of composite talents with innovative consciousness and innovative ability for the country, and it is imperative to walk out a proper road of innovation and entrepreneurship education. Combined with the theoretical basis, this paper analyzes that the university science and technology park still has imperfect economic support system in college students' innovation and entrepreneurship education; policies are incomplete; regional development restrictions; curriculum training is not yet complete; the entrepreneurial atmosphere is not strong enough; main reason. Based on theoretical analysis and empirical research, we propose countermeasures for innovation and entrepreneurship education in colleges and universities, that is, to strengthen innovation and entrepreneurship education as the center; based on a high-quality regional environment; supported by perfect economic services; supported by continuously optimized policies; The atmosphere of innovation and entrepreneurship is the driving force. Through this article, after the integration of international business majors and entrepreneurship education, the total value of imports and exports increased by 11.05%. Among them, exports increased by 2.9%; an increase of 27.14%. Through the study of this article, I hope that we can provide feasible suggestions for the development of innovation and entrepreneurship education in China's universities.

1 Introduction

In the context of the "Belt and Road" and global integration, the exchanges between countries are getting closer, the degree of openness is becoming wider, and the international economic and trade situation is becoming increasingly complex. The continuous development of the new era has put forward higher requirements for the training of international business talents. Standards, in order to strengthen China's orbit of international social and economic interaction and further enhance China's overall national strength, further research on the current international business talent training model is needed to cultivate outstanding talents that are in line with the national opening strategy of the new era [1]. At present, many vocational colleges focus on cultivating application-oriented talents, and the inherently unified and standardized talent production model can no longer keep up with the characteristics of innovation, development, application, and internationalization [2]. China's innovation and entrepreneurship education started late, and the concept of innovation and entrepreneurship has remained in the skills education for a small number of students, and has not yet truly achieved the quality education of innovation and entrepreneurship for all students [3]. Even if there is a course for innovation and entrepreneurship, it is rather blunt to highlight the original curriculum system by setting up a course separately, without reorganizing and integrating.

In this article, through in-depth research on how to train international business professionals from the perspective of innovation-capability-based perspectives, this paper will cultivate talents suitable for development for enterprises and promote closer connection between schools and enterprises [4]. The international business major is an application-oriented major. In the process of training students, students must continuously master the basic theoretical knowledge and skills necessary for international business majors, and have the ability to communicate and deal with problems in international business. Therefore, the purpose of this thesis is to explore the actual development of China's secondary vocational education talent training model from the perspective of the competency-based perspective that has dominated the "standard-based education" in recent years by taking the international business major as the research object, and combining with the understanding of enterprises. Make a new exploration of the talent training model of secondary vocational education in China to strengthen the cultivation of high-quality skilled talents [5-6]. The purpose of entrepreneurship education research also includes the development of college students' entrepreneurial potential, promoting college students to develop good habits of active hard work, cultivating their sense of innovation, and encouraging smart and capable college students to complete entrepreneurial work to serve the society [7-8]. Moreover, in order to realize the popularization of higher education, it is necessary to conduct entrepreneurial education for students and accelerate the popularization process of higher education. But today, the process of achieving this goal is bumpy, especially the stumbling block of graduate employment. At present, many contemporary college students are blindly waiting for employment opportunities, instead of seeking and creating more opportunities on their own, and have not tried to solve the problem of employment through entrepreneurship. As a result, the poor situation of college students losing their jobs immediately after graduation has hindered higher education. Popularization [9]. The purpose of this study is to influence people's traditional thinking, change people's thinking patterns, and let them understand that they can not only wait for opportunities, but also create opportunities on their own, and provide employment opportunities for more people. [10]. A clear entrepreneurial learning plan belongs to the foundation and starting point of entrepreneurship education in colleges and universities, and belongs to the primary contradiction that needs to be resolved in the theoretical analysis of entrepreneurship education. Through entrepreneurship education research, the real needs of international, society, universities, and individual students in entrepreneurship education can be clarified, so that the direction of college students' entrepreneurship education is clearer and the curriculum is more reasonable.

2. Method

2.1 China's Current International Business Talent Training Model Strategy

(1) Constructing a team of highly qualified teachers. In order to increase the current training mode of international business talents, it is necessary to build a team of highly qualified teachers. Colleges and universities can regularly hold international academic conferences on campus to expand international exchanges of professional teachers. Qualified schools can support teachers to study abroad and visit abroad. The exchange makes teachers of this specialty familiar with the real needs of multinational companies for international business talents, and the difference between professional and market needs. In addition, it is necessary to make full use of the resources in the school and the high-quality resources of the school-enterprise cooperation practice base to establish international business cases, invite domestic experts or executives of multinational companies to provide teaching guidance, and provide students with more international business practice cases to achieve the purpose of teaching .

(2) Make full use of Internet information technology to realize online teaching. Applying Internet technology and information technology to the current training mode of international business talents can break the limitation of the traditional single classroom teaching mode, make the teaching mode diversified, and improve the teaching quality. Teachers can teach online in real time through the Internet, use open teaching platforms such as micro-learning and MOOC to perform

role simulations and actual combat exercises. Combined with the new situation, upload relevant international business professional curriculum system knowledge to online platforms via micro-videos, and implement international Business-wide simulation teaching.

(3) Constructing a new professional curriculum system for international business talents. In the context of global integration, foreign economic and trade exchanges require innovative and complex international business talents. This requires the construction of a new type of professional curriculum system for international business talents, and the construction of courses in accordance with the level of the basic courses of disciplines-professional core courses-professional optional courses System, strengthen the comprehensiveness of the curriculum, follow the overall curriculum planning of the school, increase the construction of courses on international business strategy, international business operations, management, and cross-cultural communication, and enrich teaching resources, so as to enhance students' changes in the new international business situation To meet the needs of innovative and complex talents in international business in the new era.

(4) Establish an international business talent training practice system to achieve in-depth cooperation between schools and enterprises. Colleges and universities should establish an international business talent training practice system to enhance students' practical ability, and establish a talents practice base and entrepreneurship center in line with "Internet +", increase student entrepreneurship and innovation courses, conduct practical competitions in entrepreneurship courses, and encourage students Participate as a team to improve students' entrepreneurial ability.

(5) Establish the current international business talent training assessment standards. In the current international business talent training model, teachers construct the current international business talent training assessment standards. International business courses generally adopt a variety of evaluation forms. The evaluation methods in the curriculum should combine quantitative analysis with qualitative analysis. Students 'course performance is evaluated by quantitative analysis; students' psychological quality and comprehensive ability are scientifically and qualitatively analyzed.

2.2 Cross-Professional and Inter-School Joint Embedding Mode

Aiming at different innovation and entrepreneurship models, innovation and entrepreneurship products, cross-professional and even cross-school innovation and entrepreneurship integration, so that innovation teams can form complementary aspects. For example, international business majors are engaged in cross-border e-commerce innovation and entrepreneurship through related majors such as information technology and automation to complement information technology and Internet applications. Complementary. Cross-professional and inter-school embedding makes innovation and entrepreneurship more room for development. Therefore, the cross-professional and cross-school joint embedded model is also a good channel for cross-border e-commerce innovation and entrepreneurship education.

3. Experiment

Step1: Through the survey method, the number of college students participating in this course has been established in the country from International Business Talent Training and Entrepreneurship Education Pilot Area in the country. The survey conducted an accurate survey of the number of students from three local universities from 2014 to 2018 to ensure the accuracy of local university students' participation in international business talent training and entrepreneurship education courses.

Step2: Investigate and collect Xiamen's total foreign trade transactions and import and export transactions from 2014 to 2018 to investigate the impact and changes brought about by the course of creating international business talent training and entrepreneurship education in recent years.

Step3: The whole process is divided into two groups, one investigating the school and the other investigating foreign trade. Then the data integration analysis was performed on the two groups, and it was concluded that the opening of the course on international business talent training and entrepreneurship education has significantly improved the local foreign trade value.

4. Discussion

4.1 Experimental Results and Analysis

It can be seen from Table 1 that in recent years, the number of courses in international business talent training and entrepreneurship education has increased year by year. With the increase in the number of participants, statistics released by the Bureau of Statistics show that in 2018 the domestic and foreign-funded enterprises in the Xiamen Experimental Zone have reached new heights in terms of new additions and registered capital. The total value of imports and exports for the year was 11,55 billion yuan, an increase of 11.05% over the previous year. Among them, exports were 710 billion yuan, an increase of 2.9%; imports were 445 billion yuan, an increase of 27.14%. The import and export surplus was 265 billion yuan. There has been a noticeable improvement.

Table 1: Number of participants in three universities

years	Xiamen University	Jimei University	Xiamen University of Technology
2014	40	46	45
2015	65	69	63
2016	105	107	102
2017	130	141	136
2018	160	185	176



Figure 1. Total value of imports and exports of goods from 2014 to 2018

4.2 Suggestions on the Integration of International Business Talent Training and Entrepreneurship Education

(1) Establish an international business talent training practice system to achieve in-depth cooperation between schools and enterprises. Colleges and universities should establish an international business talent training practice system to enhance students' practical ability, and establish a talents practice base and entrepreneurship center in line with "Internet +", increase student entrepreneurship and innovation courses, conduct practical competitions in entrepreneurship courses, and encourage students Participate as a team to improve students' entrepreneurial ability. Achieve in-depth cooperation between schools and enterprises, establish a cross-border e-commerce talent cooperation base between schools and enterprises, create conditions for student internships, and enhance employment opportunities for students.

(2) Establish the current international business talent training assessment standards. In the current international business talent training model, teachers construct the current international business talent training assessment standards. International business courses generally adopt a variety of evaluation forms. The evaluation methods in the curriculum should combine quantitative analysis with qualitative analysis. Students 'course performance is evaluated by quantitative analysis; students' psychological quality and comprehensive ability are scientifically and qualitatively analyzed. The student's course performance is mainly in the usual examinations and thesis defense. Teachers can use the online assessment of students 'usual performance to feedback

the teaching effect in real time. The comprehensive ability of students is mainly the students' ability to operate. Simulation of corporate behavior norms, market evaluation, performance assessment methods and other methods, the actual operational capabilities in the field of international commerce.

(3) In short, to integrate innovation and entrepreneurship education into secondary vocational international business professional education, teachers have a sense of innovation and entrepreneurship as the basis. Only through continuous learning and innovation can teachers integrate professionalism with innovation and entrepreneurship more closely.

5. Conclusion

In the process of discussion, this paper tries to use empirical analysis and comparative analysis to compare the impact of the integration of international business talent training and entrepreneurship education. With the promotion of global information technology, the training model of international business talents must also keep pace with the times and keep pace with the times. At this stage, the demand for international business talents is more inclined to compound talents. From the original, more attention was paid to language skills and professional knowledge. Cultivation, in addition to requiring high language skills and rich professional knowledge, but also have a keen insight and good communication skills, that is, to fully grasp the comprehensive cultural knowledge of international business. Under the current conditions in our country, we can rely on colleges and universities to increase the training of international business talents, through online and offline combination mode, with online training as the mainstay and classroom training as the supplement.

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