

A Study on the Integration of Innovation and Entrepreneurship Creation Education and Professional Education for Graduate Students with Professional Degrees

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Abstract: Innovation is an insular driving force for a country to flourish. Improving the creative ability of graduate students with professional degrees in innovation and entrepreneurship play an important role in improving the competitiveness of the country's globalization. At present, there are still many problems in the innovation and entrepreneurship creation education of graduate students with professional degree, so it is an effective way to improve the innovation and entrepreneurship creation ability of graduate students with professional degree graduate students.

1. Introduction

The development of today's society and the competition of comprehensive national strength rely more and more on the development of intelligent and information technology, and innovation has become the first driving force leading the development. Therefore, it is of far-reaching significance to develop innovation and entrepreneurship to create education. From Tsinghua University hosted the first Challenge Cup in 1999, to September 2014 at the Davos Forum, Premier Li Keqiang proposed "mass entrepreneurship, innovation for all", and then on December 10, 2019, the Center for Innovation and Entrepreneurship Research and Development (think tank) of the Ministry of Education in Shanghai, in addition to the original innovation and entrepreneurship education on the basis of the addition of "creation" this new element.

Postgraduate education is at the top of the national education system, especially the professional degree postgraduate education cultivates professional and technical personnel closely related to the field of occupation. Therefore, improving the innovation and entrepreneurship creation ability of graduate students with professional degrees play an important role in serving the national innovation-driven development strategy and improving the independent innovation ability to adapt to the fierce global competition. The deep integration of professional education with the innovation and entrepreneurship creation education of graduate students with professional degrees is an effective way to improve the creative ability of graduate students with professional degrees.

2. Professional Degree Graduate Students Innovation and Entrepreneurship to Create Educational Problems

2.1 There is a Utilitarian Tendency to Create Educational Curriculum Objectives in Innovation and Entrepreneurship.

There are two levels of training goal of innovation and entrepreneurship creation education for graduate students with professional degrees. The first level is to train outstanding entrepreneurs and entrepreneurs, with a certain utilitarian nature, similar to elite education; the second level is the education of all students on basic knowledge, entrepreneurship and innovation awareness related to innovation and entrepreneurship creation, which is not utilitarian in nature. This belongs to

universal education. Although, China's innovation and entrepreneurship creation education in colleges and universities more and more popular, gradually covering all students. However, in the process of implementation, some colleges and universities pay too much attention to the awakening of students' sense of entrepreneurship, strongly encouraging students to participate in entrepreneurship and take innovation and entrepreneurship education as a way to broaden employment channels, as an effective way to ease the employment pressure of college graduates and improve the employment rate. There are also some colleges and universities to vigorously develop innovation and entrepreneurship creation education in order to win the national entrepreneurship competition, thereby improving the ranking of schools and social impact.

The root of these utilitarian ideas lies in the long-term innovation and entrepreneurship to create educational subjects belonging to the unknown. Colleges and universities have carried out so many years of innovation and entrepreneurship creation education, but have not been clear innovation and entrepreneurship creation education training objectives and training channels? What are the differences between it and employment education, career planning and entrepreneurial education? The core value of innovation and entrepreneurship creation education is not to encourage all students to start a business, but to cultivate students in any job must have a breaking the rules, innovation and creation of the spirit of exploration.

2.2 The Education Curriculum of Innovation and Entrepreneurship Creation is Different from that of Professional Education.

Most colleges and universities in China have a common disease that is separate from professional education in innovation and entrepreneurship creation education. Take postgraduate education for professional degrees as an example, art graduate students such as Master of Arts, MBA and engineering graduate students such as Master of Materials and Chemical Engineering participate in innovative entrepreneurship and creation courses with exactly the same teaching materials, teaching teachers and teaching methods. Then the training effect can be imagined, cannot be based on the students' different subject background to carry out targeted innovation and entrepreneurship creation education. Innovation and entrepreneurship creation education curriculum and professional education curriculum divestiture, it is impossible to achieve the expected training objectives.

2.3 Innovation and Entrepreneurship Creation Education Has Not Formed a Three-Helix Ecosystem of Universities, Governments and Enterprises.

Innovation and entrepreneurship creation education has the characteristics of complexity and practice, it needs to rely on the three-helix ecosystem composed of universities, governments and enterprises, only colleges and universities to provide entrepreneurship education for the main body is far from enough. Many colleges and universities entrepreneurship education practice curriculum form single, flow on the surface, so-called entrepreneurship is imaginary entrepreneurship, and the reality of entrepreneurship is far from. The university is out of touch with the industrial cluster, does not understand the needs of the society at all, the entrepreneurship information is closed, the form of entrepreneurship education carried out is serious, resulting in the university's entrepreneurship education and the market needs of entrepreneurial talent is not related.

2.4 Innovation and Entrepreneurship Create Weak Educational Teachers.

The shortage of teachers in innovation and entrepreneurship is still a common problem in most colleges and universities. The development and management of innovation and entrepreneurship creation courses in most colleges and universities are organized entirely by the Institute of Innovation and Entrepreneurship, and lack the guidance of professional management institutions. There are many college teachers mainly composed of counselors, education and teaching level is generally low, lack of entrepreneurial experience and social experience. And they generally need to concurrently employment guidance, career planning and other courses of teaching tasks, so that innovation and entrepreneurship to create a single form of curriculum, and employment guidance, career planning and other courses are not significantly different, training quality is not high.

3. A Study on the Path of the Integration of Innovation and Entrepreneurship Education and Professional Education for Graduate Students with Professional Degrees.

3.1 Adopt a Variety of Teaching Methods

For different majors, entrepreneurial needs of different professional degree graduate students to adopt a variety of teaching methods. (1) The teaching method of entrepreneurship based on "teaching style". This is a traditional teaching method, mainly through teacher's classroom lectures, entrepreneur lectures and other methods to enhance the entrepreneurial awareness of graduate students, strengthen the entrepreneurial practice of graduate students. (2) "Experience-based" entrepreneurship teaching methods. This "ex of experience" teaching method creates an informal teaching environment in which graduate students can directly participate in or indirectly simulate the development of relevant skills to enhance graduate students' entrepreneurial ability. For example, courses such as startup legal practice and business practice simulation, as well as participation in entrepreneurship projects in entrepreneurship incubators or science and technology parks, or visits and exchanges with venture capital firms, provide entrepreneurial experience, inspiration, guidance and assistance to start-up groups, emphasizing the process of interaction, evaluation and feedback. (3) "Hybrid"-based entrepreneurship teaching methods. Using the "online" and "offline" approach, the advantages of online teaching and traditional teaching are combined organically, and learners' learning is directed from shallow to deep learning.

3.2 Enrich the Education Curriculum of Innovation and Entrepreneurship Creation

Strengthen the deep integration of the teaching content of professional courses. Innovation and entrepreneurship creation education cannot be separated from professional education, but in the teaching content of professional curriculum to fully tap innovation, entrepreneurship, creative resources, to build a "customized needs" curriculum system. First of all, in the curriculum of graduate students with professional degrees, we can add the required courses for innovation and entrepreneurship creation, such as Design Thinking and Innovation Methods, Innovation Management and Entrepreneurship Management. Incorporating the curriculum of innovation and entrepreneurship creation into the core curriculum system and carrying out innovation and entrepreneurship education in the light of the professional characteristics of the professional degree. That can also enrich students' horizons by offering elective courses related to innovation and entrepreneurship creation, such as Entrepreneurship Opportunity Identification, Business Plan, Technology Innovation, Capital Markets and Venture Finance, Innovation Leadership, Startup Legal Practice, Business Model Innovation, Business Practice Simulation, Management Communication and Business Negotiation. Third, short-term entrepreneurship courses and "entrepreneurship training camps" are offered in the summer to strengthen the entrepreneurial practice of graduate students with professional degrees. In addition, the school can open a "entrepreneurship corner" every Thursday in a fixed location, such as auditoriums, inviting entrepreneurs to meet face-to-face with students who are willing to start a business, stimulating students' thinking about entrepreneurship, instructing students on how to start a business, and providing them with useful entrepreneurial information. At the same time, students who are willing to start a business can meet entrepreneurial partners in this environment, explore and even start a business together.

3.3 Equipped with Advanced Innovation and Entrepreneurship to Create Teachers.

Can take the form of "mentor group", "mentor group" by professional degree graduate academic tutors, innovation and entrepreneurship creation tutors, teachers in other disciplines, etc., to jointly guide professional degree graduate students. Academic tutors are responsible for professional education and innovation and entrepreneurship creation mentors are responsible for innovation and entrepreneurship education. Teachers in other disciplines are responsible for providing some interdisciplinary guidance to provide students with more space to choose from. In the selection of innovative entrepreneurship to create teachers, you can choose a variety of teacher sources, such as: from well-known business executives, banking, finance, accounting executives and senior experts,

government department managers, for professional degree graduate students to get these mentors in the enterprise, internship, in order to enhance graduate students' entrepreneurial practice ability.

In addition, the annual professional training of innovation and entrepreneurship creation mentors, so that innovation and entrepreneurship creation mentors know how to combine innovation and entrepreneurship creation with professional education, sum up more innovative and unique innovation and entrepreneurship creation teaching content and methods, enhance the innovation and entrepreneurship creativity of graduate students. At the same time, we will strengthen the training of professional teachers in innovation and entrepreneurship creation, allow professional teachers to participate in innovation and entrepreneurship creation activities, and deepen their understanding of how to integrate innovation and entrepreneurship creation education into professional education.

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