

# THE TRAINING MODE OF INNOVATIVE AND ENTREPRENEURIAL TALENTS IN BUSINESS ADMINISTRATION FROM THE PERSPECTIVE OF INTEGRATION OF INDUSTRY AND EDUCATION

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**Abstract:** The integration of production and education is a matter of great concern to the CPC Central Committee. The CPC Central Committee pointed out that "integration of production and education and industry co-construction" is the key path to promote the development of higher education, and improving the education and training system, deepening the integration of production and education, and school-enterprise cooperation are the important contents of building an educational power. Entrepreneurship education is the closest higher education content to industry and commerce, and it is also an important foothold for the integration of industry and education. This paper focuses on the problems existing in the integration of production and education in the cultivation of innovative and entrepreneurial talents in business administration, and puts forward countermeasures and suggestions from three aspects: curriculum setting, platform establishment and assessment mechanism.

**Keywords:** Integration of production and education; Innovation and entrepreneurship; Talent cultivation; Business Administration

## 1 INTRODUCTION

Since the 21st century, the reform of entrepreneurship education has begun to emphasize the open education system, highlighting the characteristics as the guide and striving for diversified development. Entrepreneurship education began to show a diversified development trend of interdisciplinary, specialization, networking, ecologicalization and support system. China's entrepreneurship education reform draws lessons from the global successful experience, and combines the local characteristics of China to carry out theoretical and practical exploration. Scholars mainly pay attention to the goals, educational concepts, curriculum system, platform construction, model research and other issues of entrepreneurship education[1]. Around these problems, a group of domestic scholars believe that there are many thorny problems in domestic entrepreneurship education, and the reform of entrepreneurship education needs to be promoted urgently. For example, scholars believe that entrepreneurship education has not been integrated into the overall education system of the school, the resources of entrepreneurship education are relatively lacking, the theory of entrepreneurship education is lacking in systematic research, the teachers of entrepreneurship education are lacking, and the quality evaluation system of entrepreneurship education is not perfect.

In view of these problems, many scholars put forward to find a dual-track reform road of "professional" and "broad-spectrum" entrepreneurship education in combination with China's national conditions, and pay attention to the dual integration of "entrepreneurial skills" and "entrepreneurial theory" in educational objectives and concepts; Give consideration to "problem-oriented" and "discipline-oriented" in the design of entrepreneurship courses, and consider the special path of interaction between "official-driven" and "university demand" in the construction of entrepreneurship platform. China's entrepreneurship education has made outstanding achievements in the practice of entrepreneurship education reform, and has formed a number of distinctive entrepreneurship education models, including Tsinghua University's "Trinity, Integration of Three Innovations and Open Sharing" model, Nanjing University's comprehensive entrepreneurship model, and Zhejiang University's "X Major+Innovation Ability+Entrepreneurship Quality" model[2]. In recent years, the professional education of business administration is facing the digital impact. The change of new production mode and the emergence of new business model have brought great challenges to the entrepreneurship education of business administration major. Business administration entrepreneurship education is facing the problem of integration of production and education in intelligent manufacturing. It has become a research hotspot to integrate production and education in entrepreneurship education in line with the frontier practice of intelligent manufacturing, so as to enhance the scientific and practical nature of entrepreneurship courses and entrepreneurship knowledge. Accordingly, based on the background of intelligent manufacturing, this study focuses on the problems and solutions in the cultivation of innovative and entrepreneurial talents from the perspective of the integration of industry and education in business administration.

## 2 THE PROBLEMS OF CULTIVATING INNOVATIVE AND ENTREPRENEURIAL TALENTS IN BUSINESS ADMINISTRATION MAJOR

The national entrepreneurship education demonstration colleges have also carried out the exploration and practice of entrepreneurship education integrating production and education. For example, Tsinghua University introduced the concepts of "teacher+" and "curriculum+" into entrepreneurship education, created an "open and shared" education support platform for the whole society, and built an innovation and entrepreneurship ecosystem that broke through the "school wall"; Outside the school, the "China University Innovation and Entrepreneurship Education Alliance" composed of more than 180 universities and more than 60 enterprises and institutions was initiated and established for the first time in China, and the online education channel of China Entrepreneurship Institute was established for the first time in China, with 53 online courses and 802,700 users, so as to jointly promote the open sharing of high-quality resources of innovation and entrepreneurship education in the whole society[3]. It can be seen that the practice of entrepreneurship education with the integration of production and education is the basic trend of future development, but there are still many problems in the integration of production and education in entrepreneurship education, which will be described in detail below.

### **2.1 The Professional Courses are Separated from the Entrepreneurship Courses**

There is a separation between entrepreneurship courses and professional courses in business administration major. Entrepreneurship courses and professional courses for business administration majors are two independent systems. Entrepreneurship courses focus on cultivating students' entrepreneurial theoretical literacy and entrepreneurial ability training, including core courses such as entrepreneurial theory, business model and market research. Professional courses focus more on the specific theories and in-depth professional knowledge of the major, and give priority to theoretical teaching in the course, so that students have professional thinking and ability. However, the course does not focus on solving problems in the industry, and the theoretical content is far from the market environment, which makes it difficult to activate students' innovative and entrepreneurial thinking and limits the integration of production and education in business administration.

The Entrepreneurship Competition failed to play a role in promoting the integration of production and education. At present, many business management students are keen to participate in various entrepreneurial competitions to train innovative and entrepreneurial thinking. However, in the process of participating in the innovation and entrepreneurship competition, students pay more attention to whether they can win prizes and get grade point awards. When thinking about entrepreneurial projects, there are problems such as outdated ideology, ignorance of the market and new formats. Therefore, the entrepreneurial competition project also failed to achieve the goal of integration of production and education.

### **2.2 Lacks an Entrepreneurial Platform Embedded with the Idea of Integration of Production and Education**

The construction and operation of the entrepreneurial platform in colleges and universities are dominated by colleges and universities, failing to integrate into the market, and the understanding of the idea of integration of production and education is not in place. At present, most colleges and universities choose to establish business parks near the campus, which mainly provide office space and intellectual property support, which is seriously out of touch with the market environment. The entrepreneurship education of business administration students is still mainly theoretical education, which fails to integrate industrial practice well and makes no great contribution to the integration of production and education.

The practice of entrepreneurship platform lacks the link of the collision between entrepreneurship theory and professional knowledge, so it is difficult for business administration students to think about entrepreneurship in combination with the industrial environment, and it is impossible to solve the industry pain point problem in their major. Business administration majors carry out entrepreneurship practice education on the entrepreneurship training platform by purchasing software. These software-based entrepreneurship training platforms train students' entrepreneurial thinking by simulating entrepreneurial projects and environments. In professional software, students will be repeatedly exposed to the definitions and explanations of entrepreneurship, specialty and industry in textbooks, which further strengthens the separation of industry and education.

### **2.3 The Assessment Mechanism of Integration Needs to be Improved**

Entrepreneurship education was mainly concerned with the teaching effect and students' performance in the classroom, and the results were used to push back the training effect of innovation and entrepreneurship. The work of innovation and entrepreneurship education in schools is mainly carried out around the subject evaluation of the Ministry of Education, paying attention to the evaluation indicators of the education system. This result-oriented evaluation has a strong lag, which can not only measure students' ability in the practice process, but also correct the deviation in the education process in time. Results-oriented assessment will even blur students' concerns. They will pay too much attention to the results and despise the education process, so it is difficult to really spend time and energy to understand the market, and it is also impossible to achieve the integration of production and education.

The previous evaluation of entrepreneurship education focused on the inspection of teachers' teaching compliance, but lacked the assessment of whether teachers achieved the integration of production and education in the teaching process, and could not measure whether teachers stimulated students' creativity. The existing assessment of entrepreneurship courses is consistent with other courses, and it pays attention to the compliance of teachers' theoretical teaching. For

example, whether there is a teaching accident, whether the teaching syllabus is successfully completed, etc. The assessment index ignores the enlightenment of the integration of production and education to students' innovative and entrepreneurial ability in the teaching process. Therefore, it is urgent for colleges and universities to combine the multi-dimensional objectives of the integration of production and education (teaching, personnel training, industry development) to build a quality evaluation index system. Find the weak points in the implementation of the integration of production and education, and promote the practical quality of the integration of production and education.

### **3 THE PATH TO REALIZE THE INTEGRATION IN BUSINESS ADMINISTRATION MAJOR**

From the perspective of talent development, the path of educational activities is "teaching to adults" and the path of industrial activities is "working to adults". The two types of practical activities reach the same goal, which can promote people's free and all-round development and achieve the height, breadth and depth of people's lives[4]. Therefore, the integration of production and education in the cultivation of innovative and entrepreneurial talents can not only consider economic benefits and educational benefits, but also improve the quality of innovative and entrepreneurial talents and achieve the national strategic goal of high-quality development. This paper will start with the curriculum system, practice platform and evaluation system, firmly establish the knowledge chain, innovation chain and governance chain of the deep integration of production and education among the official department, schools and enterprises, solve the stubborn problems existing in the integration of production and education, and form the endogenous power and continuous resultant force of the deep integration of production and education.

#### **3.1 Developing the Curriculum System of Integration of Production and Education**

According to the orientation of "integration of production and education" and the characteristics of business administration, the curriculum system is reconstructed and optimized, and the whole chain of "training-breeding-incubation-start-up" is constructed, which breaks through the obstacles of entrepreneurship training, entrepreneurship competition and entrepreneurship operation, and realizes the characteristics of professional entrepreneurship education, such as the connection between professional chain and industrial chain, curriculum content and firm standard, and the connection between teaching process and commercialization process. Based on the professional characteristics of the integration of production and education entrepreneurship course, with the establishment and operation of related start-ups as the ultimate goal, students use professional knowledge and entrepreneurial related knowledge to simulate the establishment of enterprises and business operations, so as to achieve the double improvement of theoretical quality and entrepreneurial practice ability.

Under the background of the integration of production and education, the core curriculum system of interdisciplinary innovation and entrepreneurship with industrial project as the main line is established. The curriculum system of the integration of production and education requires the transformation of the traditional entrepreneurial curriculum system, the organization and management of the school from vertical to flat, from command transmission to democratic consultation, from internal closure to external opening; The education and teaching reform of enterprise education with the integration of production and education needs to open up the education chain, enterprise chain and innovation chain, break down the obstacles in the education curriculum system, update the entrepreneurial content and reform the entrepreneurial teaching methods, and explore the experimental teaching mode of combining reality with reality in entrepreneurial education. It is necessary to explore the new goal orientation and reform of talent training mode.

#### **3.2 Promoting the Transformation and Upgrading of the entrepreneurial Platform for the Integration**

The "production-education integration" entrepreneurial platform should cooperate with enterprises in depth, and be built by schools, official department and enterprises, which can ensure that the platform construction under the scene of production-education integration not only meets the needs of industrial characteristics, but also integrates industry and education. In order to build an entrepreneurial platform of "integration of production and education", it is necessary to efficiently pool school-enterprise resources, make full use of alumni resources and school-enterprise platforms, and activate dormant social networks. The major of business administration should try to integrate the resources among universities, cooperative enterprises and the related department, base on the characteristics of information and communication industry, and cooperate to build an entrepreneurial platform of "integration of production and education".

In the process of deepening cooperation with the official department and enterprises and promoting the integration of production and education, colleges and universities should strive to build the concept of common development of the three subjects, form the organic integration of "education-industry-system" and promote the effective connection between "professional knowledge-innovation demand-entrepreneurial talents"[5]. In action, it is necessary to give enterprises a dominant position in the cultivation of innovative and entrepreneurial talents, and deeply mobilize official department and enterprise resources to educate people based on the needs of intelligent manufacturing. In terms of platform construction, it is necessary to strengthen the practical function of the entrepreneurial platform, not only to regard the platform as a base for mutual contact and exchange, but also to complete the first trial operation of innovative entrepreneurial projects and an important carrier for incubating potential entrepreneurial projects. Realize the role of the "second classroom" of the entrepreneurial platform, and give play to the key advantages of the platform to connect theoretical knowledge and entrepreneurial practice.

### 3.3 Constructing the Maturity Evaluation System of the Integration of Production and Education

Innovation and entrepreneurship education under the concept of "integration of production and education" not only pays attention to the traditional educational effect, but also pays attention to the depth of cooperation and exchange among multi-subjects in the integration of production and education. In order to give full play to the enthusiasm of the multi-parties involved in the integration of production and education, the evaluation system needs to evaluate the participating parties in various ways to achieve a win-win situation of the integration of production and education and innovation and entrepreneurship education. Evaluation system is the baton of performance, and actively innovating evaluation system will play a role in promoting the integration of production and education. For colleges and universities, it is necessary to extend the evaluation subject from the inside of colleges and universities to students, universities, industries and related department, refine the evaluation indicators around the activity characteristics and goals of different subjects, and use quantitative analysis methods to give weight to the indicators to form an index system that can be quantitatively evaluated[6]. According to the hierarchical progressive relationship of the evaluation results, the maturity is graded. In practical application, the education mode of integration of production and education is classified and managed according to different maturity.

Specifically, under the mode of integration of production and education, the development of innovation, entrepreneurship and education system involves three systems: industry, education and related department. Different subjects and elements are embedded with each other, forming a process of continuous evolution of new quality. Both sides of integration will experience changes from passive acceptance to active exploration, shallow communication to deep cooperation, insufficient understanding to high understanding, loose disorder to tight structure, so the project can adopt maturity to evaluate the cooperation and integration of multi-subjects in integration of production and education. In order to ensure that the evaluation system can capture the key of the integration of production and education, the evaluation system needs to shift from the previous result-oriented to both process and result, from quantitative analysis to qualitative and quantitative evaluation.

## 4 CONCLUSION

From the perspective of educational development, the practice of enterprise education with the integration of production and education is the trend of future development. Higher education should actively meet this change and carry out the reform and upgrading of entrepreneurship education, education platform construction and education evaluation. Among them, innovation and entrepreneurship education should focus on becoming the "first move" of the new round of technological revolution and industrial transformation, comprehensively consider the new requirements of discipline construction and economic development, optimize the type structure of entrepreneurial talents, guide the entrepreneurial talents in colleges and universities to match the economic development trend, and create new innovative and entrepreneurial talents with the integration of production and education.

## COMPETING INTERESTS

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