

# **Research on the Training Mode of Higher Vocational Innovation and Entrepreneur Talents Based on the Combination of Knowledge and Skills**

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**Abstract:** This paper takes the necessity of carrying out higher vocational innovation and entrepreneurship education as the starting point, and demonstrates that the marketing professional education and innovation and entrepreneurship education in higher vocational schools are consistent in the training goals and practical value. Also this paper discusses how to establish a training model for higher vocational innovation and entrepreneurship based on the quality of knowledge and skills.

The author hopes to use this paper to explore how to carry out innovation and entrepreneurship education activities in higher vocational colleges, as well as how to integrate innovation and entrepreneurship education with marketing professional education, and cultivate a group of innovations that adapt to the new situations also skillfully apply knowledge to solve practical problems.

## **1. Current situation of the cultivation of innovative and entrepreneurial talents in higher vocational colleges**

The goal of talent training in higher vocational colleges is to serve as the purpose, to be employment-oriented, and to train high-skilled and high-quality professionals who need the first line of production, management and service. From the social evaluation of graduates of higher vocational colleges, the situation is not optimistic. The main performance is as follows.

Firstly, the teaching management department of higher vocational colleges only pays attention to the post operation ability of students, but does not pay enough attention to students' ability of innovation and entrepreneurship. At present, under the condition of good employment of high-level graduates, schools and students have less enthusiasm and initiative in innovation and entrepreneurship education, especially the lack of adequate training for students' innovation and entrepreneurship education and sustainable development abilities.

Secondly, in higher vocational colleges, students' innovation and entrepreneurship education and post vocational ability education are two parallel lines that do not intersect. In the higher vocational colleges, the understanding of the basic connotation of students' quality education is not profound enough. It is considered that the quality education of students is the vocational quality education. Most vocational colleges regard the improvement of students' practical ability as the focus of vocational education reform, but rarely involve college students' innovation.

## **2. The necessity of cultivating high-level innovative and entrepreneurial talents based on the integration of knowledge and skills**

### **2.1 The needs of the times and the countries**

In the era of "mass entrepreneurship and innovation", colleges and universities, as the birthplace of cultivating innovative and entrepreneurial talents, must establish the concept of lifelong education and shoulder the responsibility of carrying out effective entrepreneurship and innovation education. By strengthening students' awareness of innovation, spirit and entrepreneurial ability, we will start employment through entrepreneurship and adapt to the changing new social situation.

## **2.2 The need for the development of higher vocational education**

As early as 2011, the Ministry of Education proposed “taking graduate employment rate, employment quality, corporate satisfaction, entrepreneurial effectiveness, etc. as an important indicator to measure the quality of talents”. Judging from the current situation, the cultivation of high-level innovative and entrepreneurial talents should be reasonably attributed to “people who can carry out innovation activities and create careers through enterprises”. They must adapt to regional economic development and the development of the industry also the needs of internal innovation and entrepreneurship, and be based on specific job requirements.

## **2.3 The needs of the employment market for graduates of higher vocational education**

With the advancement of higher education popularization, the trend of diversification of employment and employment methods of university graduates is obvious, and the boundary between employment and entrepreneurship is gradually blurred, also the employment situation of higher vocational education is more severe than before. When a company develops new business and establishes a new department, it needs to supplement innovative talents. The core of enterprise competition lies in the innovation team. This makes innovative and applied talents not only the goal of training high-level talents, but also the common needs of society, enterprises, schools and students.

## **3. The possibility of the integration of marketing professional education and innovation and entrepreneurship education in higher vocational schools**

### **3.1 The unity of marketing professional education and innovation and entrepreneurship education in education goals and approaches**

The goal of innovation and entrepreneurship education is consistent with professional education. Professional education is the foundation of innovation and entrepreneurship education. Innovation and entrepreneurship education has the role of promoting and strengthening professional education. For firstly, innovative entrepreneurship education not only does not exclude professional education, but also it must rely more on professional education. Secondly, because the cultivation process of innovative and entrepreneurial talents is inseparable from the professional education curriculum system and teaching resources, the main body of implementing innovation and entrepreneurship education relies on the professional teaching team, and its platform leverages the training base inside and outside the school. In terms of educational goals and implementation approaches, the two are consistent.

### **3.2 The integration of marketing professional education and innovation and entrepreneurship education can enhance the resilience, competitiveness and development of graduates.**

The integration of the two kinds of education not only provides students with the latest scientific and technological information, industry developments, economic and social information in terms of knowledge and insight, but also uses virtual, simulated and all-real projects to drive students to think and strengthen its abilities to apply theory in practice. At the same time, through innovative and entrepreneurial systemic education, students' innovative consciousness and spirit can be enlightened, and entrepreneurial abilities can be trained, as well as entrepreneurial quality can be comprehensively improved, thus deepening students' understanding and transformation of professional learning areas, and ultimately achieving graduates' workplace strain. Even if not all students go to start their own businesses, they will also train a group of high-quality, innovative and development-oriented application talents.

## **4. The training mode of higher vocational innovation and entrepreneurship based on the integration of knowledge, skill and quality**

Higher vocational colleges should recognize the situation, and take the initiative to adapt to the

economic requirements of the times and social development, also determine the talent training specifications of the college and the basic positioning of the industry and positions, as well as regard the cultivation of innovative and entrepreneurial talents as the fundamental task of future talent training.

Reconstructing the curriculum system, integrating comprehensive quality education into the whole process of teaching and constructing a scientific and rational curriculum system is the key to realizing the goal of training innovative and entrepreneurial talents.

The construction of curriculum system is based on the goal of talent cultivation, that is, the goal of knowledge, ability and quality. The construction of curriculum system is characterized by innovative and entrepreneurial education throughout the whole process of vocational education. No matter what the major, in general, the construction of the curriculum system should achieve the following objectives. Through the study and training in the first school year, students can get a smooth "entry". Then the study and training in the second school year can help students to "enter" effectively. Later in the third school year, students can successfully "enter" through learning and practice. After three academic years of study and training, the gradual improvement of students' vocational entrepreneurship ability and quality is realized.

Actively explore the reform and practice of the teaching model and improve the practical ability of students to innovate and start a business.

The simulation teaching method is a method that imitates the real work procedures and links to achieve the purpose of combining theory with practice. It can not only develop the students' inner potential, cultivate the team spirit of students, and improve the students' anti-frustration ability, but also accumulate valuable experience for future students' employment and entrepreneurship. The task-driven teaching method is to enable students to carry out teaching activities under the driving of typical work tasks, to guide students from simple to complex, from easy to difficult, and to complete a series of tasks step by step, so as to get clear ideas, methods and knowledge. In the process of completing the task, cultivate the ability to analyze and solve problems.

The conditions for the implementation of the innovative entrepreneurial talent training model. The implementation of the innovative entrepreneurial talent training model needs to be realized on the basis of school-enterprise cooperation in running schools, cooperative education, and cooperative development. The quality teaching team of "enterprise person + school person" is the key to satisfy the training mode of innovative and entrepreneurship talents. This kind of teaching team of double-qualified teachers is generally accomplished through the idea of "combination of specialty and part-time, co-construction of schools and enterprises". Colleges and enterprises jointly train professional teachers, improve their practical and technological innovation and entrepreneurship abilities, and realize the transformation of professional teachers from simple "school people" to "school people + enterprise people". Schools and enterprises have jointly established "college students' professional training base", "college students' innovation and entrepreneurship base" and "college students' social practice base", which makes the platform an application platform for college students' professional training, social practice and innovation and entrepreneurship experience.

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