Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 7, No. 3, 2024

Research on the Integrating Ideological and Political Education into Entrepreneurship Education in Higher Vocational Colleges under the Perspective of Three Complete Education

Yupei Shao *

Wenzhou Polytechnic, Wenzhou Zhejiang 325006, China
* **Corresponding author Email**: shypyx@126.com

Abstract: In the new period, to promote the organic integration of entrepreneurship education and ideological and political education, to build entrepreneurship education with outstanding characteristics of vocational education, and to accurately grasp the opportunity situation, is an important hand in building the pattern of ideological and political education of "Three Complete Education" (all-member, all-process, all-round education). At present, the integration of ideological and political education into entrepreneurship education of vocational college students is faced with difficulties such as the entrepreneurship curriculum to be improved, the lack of ideological and political integration, and the imperfect modern evaluation mechanism. The construction of entrepreneurship education course ideology and politics must highlight the ideological guidance, keep up with The Times to create entrepreneurship courses; deepen the educational practice, cultivate high-quality specialized teachers; embedded in the elements of nurturing, explore the teaching quality evaluation system, implement the fundamental task of moral education, and help cultivate high-quality technical and skilled talents.

Keywords: Curriculum Ideology and Politics; Entrepreneurship Education; Three Complete Education; Vocational Education.

1. Introduction

In the new era, higher vocational colleges and universities should continue to promote the "three complete education" in the implementation of the fundamental task of establishing moral education, and build a nurturing system with full coordination, whole-process coverage, all-around penetration, and outstanding characteristics of vocational education, so as to make the leadership of the new ideology more powerful, and the "big ideology and politics" pattern of work more complete[1]. The training of innovative and entrepreneurial talents is an important engine to promote the national innovation and development, and it is also the responsibility of higher vocational colleges[2]. Strengthening the value guidance of higher vocational students is the key to ensure the quality of the training of innovative and entrepreneurial talents. Under the perspective of "three complete education", promoting the construction of higher vocational entrepreneurship education courses is conducive to cultivating students' innovation and entrepreneurship awareness and ability, shaping the correct worldview, the outlook on life, values, and planting the sense of family and country, sense of social responsibility and sense of mission, so as to better provide talents and intellectual support for the building of a socialist modernized country in a comprehensive manner. Based on this, this paper focuses on the integration of curriculum ideology into entrepreneurship education for higher vocational college students, expanding the effectiveness, depth and breadth of entrepreneurship education, and assisting the high-quality development of entrepreneurship education.

2. The Importance of Curriculum Ideology and Politics for Entrepreneurship Education of Higher Vocational College Students

2.1. Contribute to the Enhancement of the Awareness of Innovation and Entrepreneurship

Innovation is the primary force guiding development and the strategic support for building a modernized economic system[3]. Vocational colleges are the new force of innovation and entrepreneurship. In the teaching process of entrepreneurship education, the ideological and political elements such as ideals and beliefs, responsibility for the times, moral cultivation and craftsman’s spirit are integrated into the whole process of entrepreneurship education, making full use of the value-led role of the ideological and political resources for college students and the value penetration of the curriculum, better cultivating students' innovative and entrepreneurial spirit, profound family and national sentiments, high social responsibility and sense of mission, and noble vocational ethics which all based on patriotism, and Cultivate newcomers who dare to take up the great responsibility of national rejuvenation.

2.2. Favorable for Practicing Comprehensive Practical Skills

Innovation and entrepreneurship education in colleges and universities is a synergistic and innovative systematic project, which requires the full cooperation of all aspects of society. Higher vocational colleges and universities enhance college students' knowledge of enterprises and industries and their

practical operation ability through entrepreneurship knowledge and practical education, and cultivate students' innovative thinking and practical operation ability. The integration and development of Ideology and Politics Education and Entrepreneurship Education[4], the integration of moral education throughout all aspects of education, and the insistence on the unity of value and knowledge, and the unity of nurturing people and talents can better stimulate students' interest in learning, promote students' in-depth thinking, solve practical problems, cultivate students' practical ability, and promote students' unity of knowledge and action and their skills to become successful.

2.3. Favorable to Improve the Quality of Talent Training

Entrepreneurship education is a strategic initiative to build an innovative country and a strong human resource country in China, and it is an important way to deepen the teaching reform of higher education, improve the quality of talent cultivation and promote the overall development of college students. Combining innovation and entrepreneurship with talent cultivation in colleges and universities is an important guarantee for realizing the comprehensive development of young students in colleges and universities [5]. From the perspective of entrepreneurship education, focusing on the education of students' professional moral quality and ideological values, strengthening the political direction, stance and mission of education, and constructing a big pattern of all-round and all-round ideological and political education, it helps to cultivate comprehensively-developed and high-quality innovation and entrepreneurship talents and high-quality technical and skilled talents.

3. Difficulties Faced by the Integration of Curriculum Ideology and Politics into Entrepreneurship Education for Higher Vocational College Students

3.1. Entrepreneurship Curriculum Needs to be Improved

The high-quality development of education in the new era has put forward new requirements for talent training programs in colleges and universities. As a compulsory course, the innovation and entrepreneurship education program is adapted to the needs of the times and development, and has been paid more and more and more attention. The problems of entrepreneurship curriculum can be mainly summarized in the following three aspects: First, the course content structure is not perfect. Although the innovation and entrepreneurship course has been taken as a compulsory course, it is usually only a general knowledge content, not closely integrated with different disciplines and specialties, with insufficient cutting-edge and teaching methodology, with insufficient prominence of practicability and realism, and lacking in breadth of knowledge and humanity. Secondly, there is a lack of relevant curriculum resources. Higher vocational colleges and universities focus on the cultivation of practical skills, and the concept of resource allocation is easy to favor technical courses, which restricts the development of higher vocational colleges and universities in entrepreneurship education, resulting in a relatively single form of teaching and relatively insufficient interaction. It is especially urgent to integrate new teaching methods, such as multi-dimensional discussion, in-depth experience, simulation and blended teaching methods into entrepreneurship education. Thirdly, students lack a correct understanding of entrepreneurship education. Students in higher vocational colleges and universities generally think that entrepreneurship education has nothing to do with the cultivation of future vocational ability, and they lack interest in and attention to entrepreneurship courses, which leads to the weakening of the function of the course's ideological and political education, and the teaching effect is not very obvious.

3.2. Insufficient Depth of Integration of Curriculum Ideology and Politics

Higher vocational colleges and universities are paying increasing attention to the students' curriculum ideology and politics ,and actively exploring and practicing. However, the depth of the integration of innovation and entrepreneurship education and ideological and political elements is still not enough, which is mainly restricted by the following three aspects: Firstly, insufficient faculty strength. High-quality and professional teachers are the basis and guarantee for innovation and entrepreneurship education. They should have a complete professional knowledge system, extensive knowledge reserve of related disciplines and certain practical experience in entrepreneurship[6-7]. However, Higher vocational colleges and universities take the cultivation of technical and vocational ability as the main task, pay insufficient attention to the innovation and entrepreneurship education faculty, and lack professional teachers and entrepreneurship mentors with rich front-line practical experience, which leads to the structural imbalance of the faculty. Secondly, teachers are not highly specialized. Most of the teachers who undertake the task of innovation and entrepreneurship education are mainly counselors or teachers in charge of employment, and they lack a correct and systematic cognition of the connotation of course ideology and politics. They limit their educational tasks to purely imparting knowledge and cultivating skills, and their lack of humanistic awareness and ability leads to insufficient implementation of Ideological -Political education. In addition, the elements of Ideological -Political in the curriculum are not sufficiently explored. The construction of curriculum Ideological -Political is still in the exploratory stage, and the existence of hidden Ideological -Political elements is difficult to be excavated correctly, fully and clearly. Ideological and Political elements and entrepreneurship education are not just mechanical docking, but should be effectively linked with the knowledge system of entrepreneurship education, and integrated into the process of entrepreneurship education teaching materials, teaching method, curriculum, classroom and so on.

3.3. Modernized Evaluation Mechanisms are not Yet Complete

The ultimate goal of the course Ideology and Politics is to realize the cultivation of people and morality, to realize the comprehensive and qualitative development of college students themselves, and ultimately to realize the free and comprehensive development of human beings. The current evaluation system of entrepreneurship course ideology and politics is still not perfect and lacks scientificity and authority, which is mainly reflected in the following two aspects: First, the evaluation method is not scientific and objective enough. Evaluation is to understand the teaching feedback, so as to

form a complete teaching closed loop, with process quality being the key. The assessment of higher vocational entrepreneurship courses is mostly based on process assessment, and the usual performance and practice each accounts for a certain percentage as the final grade. Therefore, the subjective scoring of teachers accounts for a large proportion, which is more difficult to reflect the learning effect of students, and is not conducive to the cultivation of students' innovative thinking and innovation ability. Second, the evaluation driving force is insufficient. Entrepreneurship education evaluation index system should be consistent with the entrepreneurship education goal, reflect the comprehensive evaluation of students' quality, knowledge ability, teachers 'reflection consciousness and teaching ability, otherwise it is difficult to comprehensively reflect students' actual response and performance to teaching, and it can't play the role of an effective guide and incentive for students.

4. The Effective Path of Integrating Curriculum Ideology and Politics into Entrepreneurship Education of Higher Vocational College Students under the Perspective of Three Complete Education

Under the perspective of "Three Complete Education", strengthening the ideological and political leadership of students and integrating curriculum ideology and politics with entrepreneurship education of higher vocational college students is the need to promote the organic combination of knowledge transmission and ability cultivation with the education of ideals and beliefs, value concepts and ethical concepts in innovation and entrepreneurship courses, It is the need to cultivate students' innovative spirit, entrepreneurial sentiment and innovative entrepreneurial ability, and the need to consolidate the foundation of high-quality development of modern vocational education, so it is crucial to establish a set of practical paths for the synergistic development of curriculum civics and entrepreneurship education.

4.1. Highlight Ideological Guidance and Keep Up with the Times to Create Entrepreneurship Courses

Innovation and entrepreneurship have become a key driving force and core element to shape the future, and innovation and entrepreneurship education should be more adapted to the characteristics of the new era, and make every effort to realize the goal of moral education and ensure that students' ideological education, moral education and vocational literacy education are fully implemented. First of all, strengthen the concept of ideological and political education. Adhere to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, strengthen the education of college students' ideals and beliefs, uphold the nature of The Times and advanced nature, accurately grasp the basic direction of the future needs of social talents, and constantly expand the spatial breadth, historical thickness and practical width. Secondly, teaching should emphasize the elements of ideology and politics. Different contents and different chapters contain different elements of ideology and politics. It is necessary to clarify the theoretical and practical connection between the course on education and entrepreneurship courses, enrich the content and form of ideology and politics education[8], be good at mining and extracting the corresponding ideology and politics resources from the knowledge in the field of entrepreneurship, and design the ideology and political nurturing objectives and corresponding teaching programs suitable for students' learning by combining with the core concepts of the course, for example, in the process of explaining entrepreneurial spirit, the ideology and political elements embodied in entrepreneurial characters and entrepreneurial experience should be integrated, so as to make it a nurturing field. Finally, the real needs of students should be concerned. The teaching object of higher vocational entrepreneurship education is sophomore students, whose worldview, outlook on life and values are still at a critical stage of development. It is necessary to find the entry point and combination point for the personality development of college students, design the entrepreneurship courses in line with the physical and mental development law of students and the needs of social development, and attract the interest of students to learn while realizing the practical transformation of theories.

4.2. Deepening Educational Practices and Fostering a Highly Qualified and Specialized Teaching Force

Stronger education must first strengthen the teacher. Teachers are the foundation of education, the source of education, and the first resource of education development. The key factor for the successful implementation of entrepreneurship education is whether teachers can effectively improve the way of work, constantly enrich the carrier of education, and promote the unity of ideological, academic and practical aspects of ideological education[9]. First of all, improve teachers' innovative literacy. Teachers with innovative thinking can closely match the value connotation of innovation and entrepreneurship with the practice of entrepreneurship courses, triggering the value resonance, inspiring students' insatiable enterprising spirit, strong entrepreneurial desire, courageous spirit of risk-taking and perseverance, and educating and guiding students to thickly plant the family and national sentiment in practice. Secondly, optimize the teaching methods of teachers. Education has a strong sense of modernity, the teaching method must change according to The Times and constantly innovate. Explore diversified teaching reforms, introduce "Flipped classroom" and "Blended learning" teaching experiments, widely carry out inspirational, discussion-based and participatory teaching, integrate cutting-edge research results and practical experience into entrepreneurship teaching, and pay attention to cultivating students' creative thinking and inspiring innovation and entrepreneurship. It focuses on cultivating students' creative thinking and inspiring innovation and entrepreneurship. Finally, continuously improve the structure of teachers. Closely combining with the physical and mental characteristics and knowledge structure of higher vocational students in the new era, establish a full-time and part-time entrepreneurship education teacher team consisting of KAB entrepreneurship instructors, SYB entrepreneurship trainers, EET entrepreneurship instructors, vocational instructors, etc., to deeply integrate knowledge and practice, and to form a teacher team system with strong teachers, diversified instructional means and rich instructional contents.

4.3. Embedding the Educational Elements and Explore the Evaluation System of Teaching Quality

Innovation and entrepreneurship courses contain rich resources of ideological and political education. Objective and fair evaluation of the teaching quality of the courses is conducive to promoting the same direction and synergistic cultivation of the curriculum ideology and politics and entrepreneurship courses, and is conducive to realizing the organic combination of explicit and implicit education. On the one hand, improve the evaluation and assessment of teachers. As an important position for talent cultivation, course teaching should combine knowledge transmission with value leadership. we will take the course ideology and politics as a part of the teaching enhancement, through in-depth communication, interviews and consultation with teachers, students, supervisors, peers, experts and other evaluation subjects, and then establish the course evaluation indexes, improve the feedback mechanism and tracking system of the evaluation of entrepreneurship education course ideology and politics, and supervise the teachers to continuously improve the teaching methods and approaches according to the results of the evaluation and improve the quality of teaching, ultimately achieve the function of educating people with professional teaching purpose. On the other hand, improve the way of students' examination. Promote the whole process of implementing the Ideology and Politics of the curriculum with the idea of scientific research, and explore the way of transforming the teaching of entrepreneurship courses from instrumentality to value[10], which will help to make the people of morality and education really come true. The introduction of non-standard answer examination and assessment methods promotes the transformation of result assessment to process assessment, knowledge assessment to ability assessment, and single assessment to multiple assessment methods, so that students can get encouragement, improvement, and introspection in pertinent evaluation, improves students' knowledge application, problem solving, and practical innovation ability, and helps cultivate technical and skilled talents with exquisite technical knowledge, correct values, and a good innovative and entrepreneurial spirit.

5. Conclusion

As the inner core power of the construction of high-quality education system in the new era, curriculum ideology and politics reflects the deepening and sublimation of our party's understanding of the law of ideological and political work, the law of education and teaching, and the law of student growth, and it is an important achievement of the ideological and political work of the colleges and universities in the new era to keep the correctness and innovation. Adhering to the "all-member, all-round, all-process" concept of “Three Complete Education”, the curriculum ideological and political education as an important starting point to strengthen entrepreneurship education. In the new era, the integration of course ideology and politics into entrepreneurship education needs to further explore the teaching law of entrepreneurship education course ideology and politics, fully explore the synergy of entrepreneurship education and ideology and politics education, promote the construction of "big ideology and politics course" three-dimensional education system in higher vocational colleges and universities, enhance the effectiveness of ideology and politics education, promote the all-round development of students, provide talents support for the high-quality development of vocational education, and lay a solid ideological foundation for the cultivation of qualified builders and reliable successors for socialist cause.

Acknowledgments

This paper is the phased result of Teaching Construction and Teaching Reform Research Project of Wenzhou Polytechnic in the 2022-2023 academic year: “Research on the Integrating Ideological and Political Education into Entrepreneurship Education in Higher Vocational Colleges under the Perspective of Three Complete Education”(No. WZYYB202330).

References

[1] Zhu Haiyue. Exploration of the digital transformation practice of "three-complete education" in higher vocational colleges [J]. Chinese Vocational and Technical Education,2023,(31):80-87.

[2] Zhang Zhenjiu, Liu Mingjun. The value of ideological and political courses in the training of innovative and entrepreneurial talents in higher vocational colleges [J]. Teaching Reference of Middle School Politics, 2024, (03): 109.

[3] Deng Huan, Yan Min. On the construction of the practical education community of innovation and entrepreneurship education in colleges and universities [J]. The Party Building and Ideological Education in Schools, 2021, (01): 94-96.

[4] Feng Run. Research on the Effective Path of Ideological and Political Construction of General Education Courses in Application-oriented University.[J]. Journal of Education and Educational Research, 2023,3 (2): 37-41.

[5] Ma Li, Li Chao, Xue Menghua, et al. Practical teaching reform of fire engineering major based on the training of innovation and entrepreneurship ability [J]. The Theory and Practice of Innovation and Entrepreneurship, 2022,5 (20): 38-40.

[6] Wang Longlong. Problems and countermeasures of innovation and entrepreneurship education in private colleges and universities under the concept of "three complete education" [J]. Vocational Education, 2021,20 (2): 36.

[7] Wei Lingling. Research on Innovation and Entrepreneurship Education in Higher Vocational Colleges under the concept of "Three Complete Education" [J]. Journal of Zhengzhou Railway Vocational and Technical College, 2022,34 (2): 35-37.

[8] Zhang Jing, Huang Lina. Analysis on the Integration of Innovation and Entrepreneurship Education and Ideological and political Education in Universities [J]. Teaching Reference of Middle School Politics, 2024, (03): 110.

[9] Shao Daoping. The Dilemma and Promotion Strategy of Ideological and Political Construction of University Curriculum [J]. Journal of Education and Educational Research, 2023, 2(1): 42-46.

[10] Xu Lijuan, Zhu Danyang, He Yanchun. Research and Practice on Ideological and Political Construction of Innovation and Entrepreneurship Basic Courses in Universities [J]. Journal of Entrepreneurship in Science & Technology, 2024,37 (02): 111-114.