



Research on the Innovation of Education Model for Entrepreneurship and Innovation in Higher Vocational Colleges in Qujing City under the Background of Integration of Posts, Courses and Competitions

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Abstract. The research explores how to innovate the entrepreneurship education model of vocational colleges in Qujing City under the context of integration of posts, courses, and competitions. By literature review and case analysis, combined with the actual situation of vocational colleges in Qujing City, this study constructs a new model of entrepreneurship education that adapts to the current economic and social development needs. It points out that the integration model can effectively enhance students' vocational skills and innovation capabilities, and strengthen their market competitiveness. Corresponding implementation strategies and suggestions are proposed to provide theoretical support and practical guidance for the sustainable development of entrepreneurship education in vocational colleges in Qujing City.

Keywords: Integration of Posts, Courses, and Competitions; Vocational Colleges; Entrepreneurship Education; Educational Model Innovation.

1 Introduction

With the rapid development of economic globalization and technology, innovation and entrepreneurship have become key drivers of social progress and economic development. Against this backdrop, vocational colleges, as important bases for cultivating applied talents, have an especially important role in innovating their entrepreneurship education models. Qujing City, as an important regional center city in Yunnan Province, plays a significant role in local economic development^[1]. However, traditional education models can hardly meet the needs of modern society for innovative and entrepreneurial talents, and there is an urgent need to explore new education models to adapt to the development of the times.

This study aims to explore how vocational colleges in Qujing City can innovate their models of innovation and entrepreneurship education under the background of the integration of posts, courses, and competitions. By analyzing the limitations of existing educational models and proposing innovative strategies, not only can the innovative and entrepreneurial capabilities of students be enhanced, but also the

transformation and sustainable development of the local economy can be promoted^[2-4]. Furthermore, the research outcomes will provide references and insights for vocational colleges in other regions, holding extensive theoretical and practical value.

2 Overview of the Integration Model of Posts, Courses, and Competitions

2.1 Definition and Characteristics of the Integration Model of Posts, Courses, and Competitions

The Integration Model of Posts, Courses, and Competitions is an educational approach that combines job placement practices, coursework study, and professional skills competitions. This model emphasizes the integration of theory and practice^[5], encouraging students to learn and apply knowledge in real work environments, while also testing and enhancing their professional proficiency through participation in various professional skill competitions. The characteristics of this model include practicality, interactivity, and competitiveness, aiming to cultivate students' comprehensive vocational abilities and innovative spirit.

2.2 Developmental Background of the Integration Model of Posts, Courses, and Competitions

The emergence of the Integration Model of Posts, Courses, and Competitions responds to the needs of modern vocational education reform, especially in terms of improving educational quality and meeting market demands. With the rapid development of the economy and society, enterprises have increasingly higher requirements for talents, and traditional educational models can no longer meet these needs. As a result, education authorities have begun to explore more effective teaching models in hopes of better cultivating students' practical work abilities and innovative thinking.

2.3 Current Application Status of the Integration Model of Posts, Courses, and Competitions in Higher Vocational Colleges

The Integration Model of Posts, Courses, and Competitions has been applied in several higher vocational colleges. Some institutions have provided students with internship and practical training opportunities through cooperation with enterprises, allowing students to learn and practice in real work environments. At the same time, by organizing or participating in various professional skill competitions, students can continuously improve their skill levels in practice. However, the degree and effectiveness of the application of this model vary in different regions and require further optimization and promotion.

2.4 Challenges and Opportunities Faced by the Integration Model of Posts, Courses, and Competitions

Although the Integration Model of Posts, Courses, and Competitions has achieved certain results in higher vocational colleges, it still faces some challenges. For instance, issues such as insufficient participation by enterprises, limited resource allocation in schools, and lack of practical experience among teaching staff are present. At the same time, with the country's increased emphasis on and investment in vocational education, coupled with the rising demand for highly skilled talents in society, the Integration Model of Posts, Courses, and Competitions also encounters new opportunities for development. Through policy support, deep cooperation between schools and enterprises, and educational and teaching reforms, these challenges can be effectively overcome, leveraging the advantages of this model to inject new vitality into innovation and entrepreneurship education in higher vocational colleges.

3 Analysis of the Current Status of Entrepreneurship Education in Vocational Colleges in Qujing City

3.1 Overview of Vocational Colleges in Qujing City

Qujing City, located in the eastern part of Yunnan Province in China, is a city with a long history and rich culture. It is also one of the important industrial bases in Yunnan Province. In recent years, with the development of the local economy and the adjustment of the industrial structure, the demand for highly skilled talents in Qujing City has been increasing day by day. As important places for talent training, higher vocational colleges undertake the task of transporting professional and technical talents for local economic development. Higher vocational colleges in Qujing City have become an important force in promoting local economic development with their distinct industrial characteristics and close local industrial links.

3.2 Current Status of Entrepreneurship Education

3.2.1 Overview of Innovation and Entrepreneurship Education in Higher Vocational Colleges of Qujing City.

Higher vocational colleges in Qujing City have made certain progress in innovation and entrepreneurship education. Most institutions have established courses and workshops related to innovation and entrepreneurship, set up secondary colleges for innovation and entrepreneurship, and encouraged students to participate in practical activities and entrepreneurial projects. However, these educational activities often lack systematic design and sufficient resource support, leading to unsatisfactory educational outcomes. Additionally, students' entrepreneurial awareness and innovative capabilities are generally not high, showing some disconnect with market demands, resulting in a low success rate of entrepreneurship after leaving school. Innovative and entrepreneurial competitions like the "Internet+" Innovation and Entrepreneurship Competition and other various startup competitions are organized by higher vocation-

al institutions in Qujing City, achieving certain results. However, the implementation of award-winning projects is poor.

3.2.2 Case Study.

This study takes Qujing Vocational and Technical College as a case study. The college, established in August 2019, is a newly built higher vocational institution. During 2023-2024, Qujing Vocational and Technical College actively constructed practical paths for student innovation and entrepreneurship to cultivate students' spirit of innovation and entrepreneurial capabilities. The following are some implementation aspects of the college in this year regarding innovation and entrepreneurship education:

Innovation and Entrepreneurship Education System: The college integrates innovation and entrepreneurship education into the entire process of talent training, with a comprehensive design that includes curriculum setup, teaching methods, and practical training. Courses related to innovation and entrepreneurship, such as Innovation and Entrepreneurship and Venture into Entrepreneurship, are offered, along with various lectures and seminars to strengthen students' awareness of innovation and knowledge of entrepreneurship. Renowned entrepreneurs like the founder of E Mao Agriculture and experts from Qujing Normal University are invited to give lectures and training on innovation and entrepreneurship at the college.

Practice Platform Construction: The college has established platforms such as an Entrepreneurship Street, Innovation and Entrepreneurship Practice Bases, and Incubators to provide students with workspaces for experimentation, production, and entrepreneurship. At the same time, student entrepreneurial projects are supported through multiple channels, including school-provided venues, social investment projects, and corporate investments. Additionally, the College Students' Innovation and Entrepreneurship Park was successfully evaluated as a provincial-level mass creation space in Yunnan Province.

School-Enterprise Cooperation: Collaborating with local enterprises to establish internship and training bases, enabling students to learn and practice in real work environments. Partner companies participate in student entrepreneurship guidance, providing practical experience and industry resources. For example, partner enterprises include iFLYTEK, Qujing Ruinong Technology Co., Ltd., Shanghai Qunhuang Automobile Technology Co., Ltd., and Wuhan Yaboruisi Education Technology Co., Ltd.

Competition Activities: Students are encouraged to participate in various innovation and entrepreneurship competitions, such as the College Students' Innovation and Entrepreneurship Competition, the "Three Innovations" Contest, the "Challenge Cup," and the "China Innovation Wing" Entrepreneurship and Innovation Contest. For example, participating in the Ninth China International College Students Innovation Contest, the college won one national-level award and two provincial-level gold awards, four silver awards, and three bronze awards. Through these competition activities, the feasibility and market competitiveness of student innovation projects are enhanced.

Follow-Up Guidance: Continuous follow-up guidance services are provided for student entrepreneurial projects to help solve problems encountered during the entrepreneurial process and improve the success rate of entrepreneurship. For example, projects selected from the school-level innovation and entrepreneurship contest receive regular training, business plan revisions, fundraising, etc. Alternatively, issues currently faced by students engaged in entrepreneurship are identified for individualized guidance, striving for successful entrepreneurship after graduation.

3.3 Analysis of Problems and Challenges

Despite the efforts made by higher vocational colleges in Qujing City in innovation and entrepreneurship education, they still face many problems and challenges. Firstly, the distribution of educational resources is uneven, with a relative scarcity of high-quality teachers and facility resources. Secondly, school-enterprise cooperation is not deep enough, lacking a long-term and stable cooperation mechanism, which limits students' practical opportunities. Furthermore, the connection between teaching content and local industrial development needs is not close enough, resulting in students' vocational skills not fully meeting the specific requirements of enterprises. Finally, there is insufficient cultivation of students' entrepreneurial spirit and innovative capabilities, lacking an effective incentive and support system. The existence of these issues restricts the further development of innovation and entrepreneurship education in higher vocational colleges, urgently requiring solutions through innovative educational models.

4 Research on Innovation Pathways for Innovation and Entrepreneurship Education Models in the Context of Integrating Classroom Learning with Workplace and Competition Experiences

4.1 Enlightenment of the Integrated Model of Classroom Learning, Workplace Experience, and Competition on Innovation and Entrepreneurship Education

The integrated model of classroom learning, workplace experience, and competition provides a new perspective that organically combines theoretical study, practical operations, and skills competition, offering fresh insights for innovation and entrepreneurship education. This model emphasizes enhancing students' vocational skills and awareness of innovation through actual work experiences and competitive activities, thereby more effectively fostering their entrepreneurial abilities and innovative spirit. Furthermore, the model promotes interaction among students, educational institutions, and enterprises, helping to create a mutually beneficial educational ecosystem^[6].

4.2 Strategies for Deepening School-Enterprise Cooperation

To realize innovation and entrepreneurship education under the integrated model of classroom learning, workplace experience, and competition, higher vocational colleges in Qujing City should deepen cooperation with enterprises. Specific strategies include establishing long-term and stable cooperative relationships, jointly developing courses and practical training projects that meet industry needs. At the same time, involve corporate experts in teaching and guiding student internships, enabling students to directly acquire the latest industry knowledge and skills from the industry^[7]. Moreover, encourage enterprises to participate in the school's innovation and entrepreneurship competition activities, providing students with real business cases and entrepreneurial platforms.

4.3 Strategies for Optimizing the Curriculum System

Optimizing the curriculum system is key to implementing innovative educational models. Higher vocational colleges should adjust and optimize their course offerings based on industry development trends and students' career development needs. This includes adding courses related to innovation and entrepreneurship, such as entrepreneurial management, marketing, intellectual property protection, etc., and integrating them with specialized courses. At the same time, adopt a project-driven teaching method that encourages students to learn and apply knowledge by solving real-world problems^[8].

4.4 Strategies for Innovating Teaching Methods and Tools

Innovating teaching methods and tools is crucial for improving teaching quality and student engagement. Higher vocational colleges should utilize modern information technology, such as online courses and virtual simulation laboratories, to enrich teaching tools. At the same time, adopt interactive teaching methods like case studies and flipped classrooms to enhance students' active learning abilities and critical thinking skills. Moreover, through activities such as simulated entrepreneurship projects and entrepreneurship training camps, strengthen students' practical experience and entrepreneurial skills^[9].

4.5 Strategies for Improving Evaluation and Incentive Mechanisms

A sound evaluation and incentive mechanism is an important means to stimulate students' enthusiasm for innovation and entrepreneurship. Higher vocational colleges should establish a diversified evaluation system that not only focuses on students' academic performance but also values their practical abilities and innovative achievements. By setting up innovation and entrepreneurship scholarships, awards for outstanding projects, and other incentive measures, students are encouraged to actively participate in innovation and entrepreneurship activities. Additionally, the

teaching quality and guidance effectiveness of teachers should also be evaluated and rewarded to enhance their teaching enthusiasm and innovation capabilities^[10].

5 Conclusion

This study conducts a comprehensive analysis of the innovation of the innovation and entrepreneurship education model of vocational colleges in Qujing City under the background of the integration of posts, courses, and competitions. The research indicates that the integration model offers new development ideas and practical approaches for the innovation and entrepreneurship education of vocational colleges. By implementing strategies such as deepening school-enterprise cooperation, optimizing the curriculum system, innovating teaching methods and means, and improving the evaluation and incentive mechanisms, the innovative and entrepreneurial capabilities of students can be effectively enhanced, meeting the societal demand for high-quality technical and skilled talents^[11].

Based on the research findings, it is recommended that the government and educational administration departments introduce relevant policies to support higher vocational colleges in establishing closer cooperative relationships with enterprises to jointly develop education projects that meet market demands. At the same time, there should be increased investment in innovation and entrepreneurship education, optimization of the allocation of educational resources, and enhancement of the professional level of the teaching staff. Additionally, it is suggested that higher vocational colleges improve their internal management mechanisms, establish student-centered teaching evaluation systems, and stimulate students' interest in learning and innovative potential.

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