

Teaching Reform and Exploration of Modern Enterprise Innovation Management Under the Background of Innovation and Entrepreneurship Education

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To cite this article:

Juan Yang. Teaching Reform and Exploration of Modern Enterprise Innovation Management Under the Background of Innovation and Entrepreneurship Education. *Teacher Education and Curriculum Studies*. Vol. 8, No. 4, 2023, pp. 185-189. doi: 10.11648/j.tecs.20230804.13

Received: October 19, 2023; **Accepted:** October 29, 2023; **Published:** November 11, 2023

Abstract: "Modern Enterprise Innovation Management" is offered based on the introduction of enterprise management knowledge by focusing on the characteristics of modern food industry to improve economic benefits and highlight business decision-making. In this study, by integrating the concept of innovation and entrepreneurship education into the teaching reform of Modern Enterprise Innovation Management, this paper discusses in detail from the aspects of teaching content, teaching method, platform construction, assessment and evaluation, aiming at cultivating students' ability of innovation and entrepreneurship and solving practical problems, thus providing new ideas and directions for the future application-oriented curriculum reform. In terms of knowledge and skills, the teaching goal is to enable students to acquire the basic ideas and understand the basic methods of modern food enterprise management, enhance the awareness of food enterprise management, and cultivate the basic quality of enterprise management personnel with professional technology. At the same time, it integrates the new marketing model under the Internet of everything, family enterprise management, standardization and safety management, enterprise integrity management, entrepreneur self-management and patriotic feelings, and other new ecological enterprises' rapid evolution characteristics, so that students can adapt to the new needs of social and economic life. It is concluded that the realization of tangible construction, intangible construction and self-construction of food enterprises is the focus of teaching, and the use of specialized integration tools and thinking inspiration is the difficulty of teaching, and the teaching process integrates three methods: task-driven, behavior-oriented and role-playing. This study is of great significance to the development of higher education and food enterprises in the new era by exploring the methods and strategies of food enterprise management and innovation and entrepreneurship in colleges and universities.

Keywords: Innovation and Entrepreneurship Education, Modern Enterprise Innovation Management, Teaching Reform

1. Introduction

On September 10, 2018, Chairman Xi Jinping put forward the speech of "Innovation and entrepreneurship education should run through the whole process of personnel training, creative education should cultivate creative talents, and creative talents should build innovative country". The Notice of the Ministry of Education of China in Employment and Entrepreneurship of Graduates of National Colleges and Universities in 2019 (Teaching [2018] No. 8) stated that colleges and universities should carry out innovation and entrepreneurship education throughout the whole process of

personnel training, incorporate innovation and entrepreneurship education and practical courses into the compulsory course system of colleges and universities, promote the organic combination of innovation and entrepreneurship education and professional education.

Innovation and entrepreneurship is not only a question of imparting educational ideas, but also a common topic that involves all industries [1]. Meanwhile, they should give full play to their own resource advantages and explore the path of innovation and entrepreneurship education and innovation and entrepreneurship practice with the participation of multiple social subjects. Firstly, it shall explore the innovation and entrepreneurship education mode with multi-subject

participation, and integrate factors of different enterprise-related job requirements, market trends, and diversified learning needs of entrepreneurs, which not only enriches the content and mode, but also enhances the accuracy and practicability of innovation and entrepreneurship education.

The integration of specialization and creativity refers to the process of organically combining professional knowledge and creativity to create novel and unique works or solutions. Nowadays, the integration of specialization and innovation has become an important force to promote social progress and economic development [2]. Innovation is a vital engine to promote social development, while the integration of specialization and innovation can inject new vitality into innovation. With the cross-integration of professional knowledge in different fields, it can output novel ideas, new products and services to meet people's changing needs. For example, combining traditional handicrafts with modern technology can create unique handicrafts and attract people's attention and appreciation. In the process of innovation, it is often accompanied by the emergence of new business models. By integrating expertise in different fields, it can build unique business models and meet people's new needs. For example, the rise of sharing economy is the product of creative integration. By integrating expertise in different fields such as Internet technology, financial services and social networks, the sharing economy provides people with convenience and choices. At present, there are limited reports on the application of innovation and entrepreneurship education in food professional courses, which is linked by "education and innovation", coordinated by multiple factors and promoted by "integration of specialization and innovation".

The course "Modern Enterprise Innovation Management" is offered based on the introduction of enterprise management knowledge by focusing on the characteristics of modern food industry to improve economic benefits and highlight business decision-making. However, there are many drawbacks in the traditional teaching mode, which leads to the failure of the expected effect. Therefore, it is necessary to integrate innovation and entrepreneurship education for teaching reform. It is of great significance for the development of higher education and food enterprises in the new period to discuss the methods and strategies of food enterprise management and innovation and entrepreneurship in colleges and universities [3].

2. Teaching Content

2.1. Curriculum Framework

The original framework is divided into six modules before the curriculum reform. As shown in the figure, knowledge is mainly introduced by means of scenario simulation, case teaching method and role exchange. Students majoring in food quality and safety in science and engineering have typical problems of insufficient participation in innovative practice. For this reason, it makes relevant adjustments [4, 5].

In mathematics content, the textbook chooses *Food Enterprise Management* published by University of International Business and Economics and edited by Li Jianxin, which abandons the systematic compilation method of traditional knowledge structure, and adopts the form of project tasks to expound the theoretical knowledge related to food enterprise management. The novel and unique form divides the knowledge of food enterprise management, but also facilitates readers to understand and grasp the connection between the knowledge of each task and food enterprise management system. The author adopts the form of brief exposition of basic theory + classic case analysis + enterprise management scenario simulation to guide readers to understand and master the important and difficult points. To improve readers' proficiency in chapter knowledge and business related links of enterprise management, the author also sets up case analysis and practical training programs. Generally, it reflects the actual demands of vocational education reform in the new period to a certain extent, with certain reference value for local universities to carry out teaching innovation and entrepreneurship education. Meanwhile, this course takes "Food Factory Design" and "Food Standards and Regulations" as auxiliary teaching materials by highlighting specialization and thematic.

The teaching goal has been adjusted by covering three aspects. In the aspect of mid-term knowledge and skills, it enables students to acquire the basic ideas and methods of modern food enterprise management, enhances the awareness of food enterprise management, cultivates the basic qualities of enterprise managers with professional skills, integrates the rapid evolution characteristics of new ecological enterprises such as new marketing mode under the Internet of Everything, family enterprise management, standardization and safety management, enterprise clean government management, entrepreneur self-management and patriotic feelings training, so that students can adapt to the new needs of social and economic life [6-8]. Secondly, in terms of process and method, it shall not only highlight the theory of the course, but also pay attention to integrating theory with practice, then adopt various teaching methods and flexible teaching methods, e.g., changing teachers' and students' angles, introducing relevant scenarios and project-oriented teaching methods, thus promoting students' innovation and entrepreneurship cases to empower class teaching while improve quality and efficiency for innovation. When explaining, it's vital to highlight the reality, foresight, practicality and comprehensiveness of methods and means. Finally, in terms of emotion, attitude and values, it aims to enlighten students' new ideas and tap their management potential and creativity, also attach importance to guiding ideology and learning methods to guide and require students to treat management theories and practices at home and abroad, so that keeping pace with the times and learning from other's strengths. Students are required to follow the attitude of seeking truth from facts and the method of integrating theory with practice, to observe and analyze practical management problems by using comprehensive, developing and systematic viewpoints and theories, so as to

transform the knowledge of management theory into management ability and improve the management level and performance in management work.

2.2. Key Points and Difficulties in Teaching

Teaching focuses on the realization of tangible construction, intangible construction and self-construction of food enterprises. In the interim, the so-called "tangible construction" is a quantifiable, materialized or monetized goal with specific expression. "Invisible construction" refers to the goal that can't be quantified or expressed uniformly, which belongs to the feeling form, inner experience or spiritual consciousness. For example, becoming a group enterprise with the most happiness and building a strong core team, which are difficult to quantify and standardize. As for the realization of self-construction of enterprises, the aim is to show that enterprises should not only consider their own economic interests and employees' interests as the basic cells of social economy, but also consider the interests of many social people they face, unify profitability and social responsibilities reasonably, firmly establish the core values of people-oriented, cultivate an enterprise culture with strong sense of social responsibility, fully mobilize the enthusiasm of the majority of employees, improve the cohesion and centripetal force of enterprises, realize the transformation of employees' work behavior from supervision and management to conscious standardization, thus promoting the sustained, rapid and healthy development of enterprises in the fierce market competition [9].

Since teaching difficulties are reflected in the use of specialized and creative integration tools and thinking inspiration, entrepreneurship education is a breakthrough in the reform of higher education. An important starting point to realize this strategy is "integration of specialization and innovation", that is, to integrate the cultivation of students' entrepreneurial spirit, entrepreneurial thinking and ability into the teaching of professional courses. The difficulty lies in carefully analyzing the professional goals and dual-innovation goals, fully understanding and decomposing the dual-innovation goals into the professional goals. Long-term inspection and feedback adjustment will finally deepen the integration of specialization and innovation to improve the quality of personnel training.

3. Teaching Objects

Sophomore year is a crucial node to cultivate students' professional interest, which is an important way to cultivate undergraduate students' professional interest by enhancing their participation in courses through multiple channels. The key to turning students' innovative potential into ability lies in whether they can be cultivated and trained correctly, hence improving teaching methods of professional courses is a vital method. In this course, the teaching objects are sophomores majoring in food quality and safety. Their knowledge base is that they have learned the courses of innovation and entrepreneurship management and practice, food engineering

principles with analytical chemistry, but they lack specific and consistent training practice [10]. Therefore, school education is crucial to the development of innovative thinking.

4. Teaching and Learning Methods

4.1. Group Guidance

The grouping step is to divide into six groups based on the discipline advantages and product processing characteristics, which are Amomum villosum group, craft beer group, aquatic products group, chain algae protein group, prefabricated vegetables group and Hakka Niang wine group. Equipped with project leaders and extracurricular instructors, practical training and demonstration evaluation. The team also makes pre-class preparations, including extracurricular tutors giving professional basic guidance, the team conducting research and division of responsibilities among members and selecting project leaders, the using materials in the study plan, the team understanding and preparation for creating special integration tools.

4.2. Teaching Content and Teaching Method Design and Levels of Teaching Methods

The teaching of this course adopts the method from easy to difficult and in-depth. The major of food science and engineering has a strict knowledge system. In the learning process, it's vital to study systematically according to the knowledge system of the discipline intelligent conditions, which requires students to follow the foundation, avoid being too ambitious and eager for success. The principle of gradual progress is embodied as follows: Firstly, it shall lay a good foundation. Secondly, it shall follow from easy to difficult. Thirdly, it shall complete at own abilities. Meanwhile, it also includes learning new knowledge on the basis of existing knowledge, and bringing new knowledge into the existing knowledge system, so that achieving the old and new connections.

4.3. Learning Methods and Ability Training

It pays attention to cultivating three abilities: Autonomous learning, experience inquiry, summary and reflection, then changes from I can learn to I can create. Ye Shengtao, a famous Chinese educator said: "It is better to teach him to fish than to teach him to fish." In the process of teaching, students are guided to explore, study, analyze and summarize the basic methods of innovation and team building by taking the learning method of their independent inquiry. As a result, on the basis of communication and discussion, students may be brainstormed and learned from each other, divide their work and cooperate to master these methods.

As the saying goes: Interest is the best teacher. It's vital to be good at guiding and cultivating students' interest in learning in the teaching process [11, 12]. All students should have the opportunity to experience the process of exploring science in a way that conforms to their age characteristics,

cognitive needs and laws of scientific inquiry. In the inquiry activities of observation, questioning, imagination, hands-on experiment, expression and communication, it's crucial to experience the fun of scientific inquiry, construct basic scientific knowledge, obtain the ability of preliminary scientific inquiry, and realize the purpose of cultivating students' scientific quality. That is to say, it emphasizes that students should experience the process of inquiry and discovery personally, gain relevant experience and obtain methods of inquiry and problem solving. In the process of scientific inquiry, students also need to have a clear division of labor and cooperation.

The progress of teaching is realized in the process of solving teaching problems, while the usual teaching process will try various methods to promote teaching, but all kinds of attempts are not necessarily effective, which requires to summarize, reflect and compare various methods.

5. Teaching Process

5.1. Task-Driven, Behavior-Oriented, Role-Playing

Task-driven method sets up doubts and leads to teaching difficulties [13]. Behavior-oriented, role-playing: Let students play professional roles in social practice and engage in a practical activity, so as to cultivate students' professional ability, social ability and communicative ability [14]. For example, in marketing teaching, students are encouraged to carry out market research and product promotion in their spare time. The essence of these teaching methods is to create a social interaction simulation situation in which learning and teaching, students and teachers will interact in the whole teaching process for obtaining the hypothesis of behavior theory. In this situation, they will expect to form natural behavior mode, intellectual activity mode and professional behavior ability that meet the requirements of real economic activities through repeated practice, that is, developing in professional ability, method ability, social ability and personality.

5.2. Training Steps

Training Steps of Group Innovation Activities

1. Input the current situation or pain points, and output the user interview results UX Table
2. Input UX Table and output the opportunity point HMYs by the insight user
3. Input HMW and output the proposed solution
4. Input the specific content of the scheme and output the revised model
5. Input implementable prototypes and output new products or services

5.3. Teaching Activities and Role Playing

Student implementation: The team leader carries out module division: Pre-job preparation, post standardization and after-shift meeting

5.4. Experience Inquiry

Design Intent

1. When students encounter difficulties in actual operation, they should find information, discuss and cooperate to explore for realizing "learning by doing".
2. When the inquiry encounters obstacles, the teacher gives targeted instructions to realize "doing by teaching".
3. The weaker students will get timely guidance, the stronger students will also strengthen their knowledge and increase their sense of accomplishment.
4. From practical results, teachers can understand students' mastery and existing problems to prepare for the next step.
5. Docking theoretical knowledge with post skills through post simulation, reflecting the teaching idea of docking courses in professional course teaching reform and implementing post and content docking skills.

5.5. Show Comments

Design exhibition area: Embody the division of posts and the creativity and characteristics of each group

Teaching activities: Road show: State the display content and design intention

5.6. Knowledge Summary

Teachers review and summarize knowledge by emphasizing key points and difficulties. It also analyzes the design intention of the course to further sort out the main knowledge, emphasize the important and difficult points and strengthen students' understanding.

5.7. After-school Upgrade

This course strives to practice the idea of "work-study alternation", and the subjects of mid-term work-study alternation include students, enterprises and schools. The teaching process is career-oriented by making full use of different educational environments with internal and external resources, thus combining the school education based on class teaching with the off-campus work that directly obtains practical experience through the training process. In this respect, students are actively trained to participate in various learning activities with theoretical knowledge as the main content in school as educatees according to the requirements of professional teaching, to participate in practical work related to their majors as "professionals" according to the market needs. It is expected to improve students' comprehensive quality and employment competitiveness in this way, promote the adaptability of school education to social needs. In addition, teachers also encourage students to participate in various innovation and entrepreneurship competitions, cultivate their innovation and entrepreneurship abilities by explaining a complete story in line with business logic to achieve the teaching purpose.

6. Conclusion

The course "Modern Enterprise Innovation Management" describes the concepts and practices of college students' innovation and entrepreneurship, aiming to find indicators that are more in line with the connotation of new fields such as new technology, new industry, new business form and new model, and provide reference value for college students' successful entrepreneurship and active innovation. In the classroom entity, the curriculum is arranged into two major themes according to the needs of students and content characteristics. The first part is the introduction of innovation, which analyzes the connotation of innovation and entrepreneurship as well as the types, concepts and significance of college students' innovation and entrepreneurship, and comprehensively introduces the content of innovation, including innovation consciousness, thinking, methods, ability, spirit and results; The second part is the entrepreneurship chapter, which specifically introduces the entrepreneurs, the entrepreneurial environment, the entrepreneurial plan, the entrepreneurial financing and the enterprise development. The two major contents, at different levels, correspond to the Chinese university ideological and political work conference on the new era of ideological and political work put forward higher requirements. This course is an important supplement to carry out the fundamental task of "cultivating virtues and cultivating people" under the framework of "educating people with three Perfections" in Chinese colleges and universities. There are two main points in the teaching reflection of this course. Firstly, the teaching design of a systematic and innovative thinking-led teaching process is constructed by increasing the actual combat experience. Secondly, there is still room for improvement from the goal of enabling students to obtain personalized classroom training [15].

Funding

2022 Lingnan Normal University teaching reform project

Project Name: Research and reform Practice based on the teaching mode of "Bringing projects into the classroom and Promoting teaching by Competition" -- Taking Modern Enterprise Management (Food Major) Course as an example (000302201830)

2022 Lingnan Teachers' College Model course

Project Name: Modern Enterprise Innovation Management (000302202313) ([Lingshi Educational Administration (2014) No. 125])

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