

Analysis on the Way of Cultivating Talents of Vocational Education to Develop Entrepreneurial Economy

SHEN Minmin^{[a],*}; CHEN Jingjing^[b]

^[a]Xiaoshan Radio and TV University, Hangzhou, Zhejiang, China.

^[b]School of Education and Technology, Zhejiang University of Technology, Zhengjiang, China.

*Corresponding author.

Received 2 June 2020; accepted 29 July 2020

Published online 26 August 2020

Abstract

The development of entrepreneurial economy has brought new vitality to China as well as raised higher requirements for talents training. In order to meet the needs of the entrepreneurial economy for high-level talents, vocational education should promote entrepreneurship education, develop effective ways for school-enterprise cooperation, expand communication channels with other educational types, and improve teaching and evaluation methods, so as to meet the challenges brought by the transformation and upgrading of industrial economy.

Key words: Entrepreneurial economy; Vocational education; High-level talents

Shen, M. M., & Chen, J. J. (2020). Analysis on the Way of Cultivating Talents of Vocational Education to Develop Entrepreneurial Economy. *Canadian Social Science*, 16(8), 16-19. Available from: <http://www.cscanada.net/index.php/css/article/view/11811>
DOI: <http://dx.doi.org/10.3968/11811>

1. THE ORIGIN AND CONNOTATION OF ENTREPRENEURIAL ECONOMY

The Entrepreneurial Economy is an economic form that has emerged in developed countries since the mid-1970s. Before the mid-1970s, large enterprises with more than 500 employees were the absolute masters of the industry, occupying a dominant position in the form of business organization.

As mass production of homogeneous goods was needed, the size of the economy became the decisive

factor for production efficiency. For this reason, entrepreneurship or small enterprises developed slowly and were even regarded as a “luxury” move at the industry.

Based on these characteristics, the economic form for a long period of time before the mid-1970s was called the “Management Economy”. That is, the political and social development was mainly driven by large-scale mass production, with large inputs of capital and low-value-added labor force to create competitive advantages. (Audretsch & Thurik, 2001) Since the mid-1970s, small businesses and entrepreneurial activities have gradually emerged and spread rapidly in Western Europe and North America. In 1976, small businesses accounted for about one-fifth of US manufacturing sales; while by 1986, small businesses accounted for more than one-fourth of sales. Economists believe that this economic form is opposite to the management economy, the core elements of which emphasize personal motivation, innovative thinking and rational adventure. The aggregation of these three elements makes small and sensitive enterprises a winning weapon for an economy.

Since the 20th century, the developed countries around the world have experienced the transition from management economy to entrepreneurial economy, and this process still continues till today. The advancement of reform and opening up has brought many opportunities for China’s development, while the rapid development of science and technology worldwide has led to a significant increase in production efficiency. The explosive growth of knowledge in the information age has greatly reduced the renewal cycle of knowledge. Therefore, knowledge, technology and personal endowment (strategic vision to grasp opportunities) have become vital production factors. These trends will bring a heavy blow to the domestic traditional industries (especially the low value-added industries with cheap labors as the main production factor). Therefore,

China has entered an important period of industrial transformation and economic development.

2. THE RELATIONSHIP BETWEEN ENTREPRENEURIAL ECONOMY AND TALENT CULTIVATION FOR VOCATIONAL EDUCATION

Nowadays, our society is moving from industrial society to information society. Based on the viewpoint of system theory, social transformation has had a profound impact on education. And education, as a social subsystem, also needs to be reformed in a corresponding way to maintain its own survival. At the same time, education, as the main cultivation method of human capital, needs to be moderately ahead of the current level of economic development. Prospective talent cultivation drives the development of the industrial economy, and vocational education is no exception. The entrepreneurial economy based on intellectual capital and vocational education support and promotes each other.

The demand for talent in the entrepreneurial economy shows two tendencies. First, high-end innovative and R&D talents. They have forward-looking strategic vision, and the ability to design, deploy, and coordinate. They can grasp the mainstream technology and master the top scientific and technological knowledge more accurately in the complex technical trends. Second, compound workers with certain qualities. They are not only proficient in specialized knowledge and technology, but also have superb skills and a sense of exploration and development. They can also solve the key technical and technical problems in work practice, namely “hand and brain equipped” highly-skilled talents. The first type of talent training is the task of general higher education, and the second one of talent training is the task of vocational education.

The development of the entrepreneurial economy strengthens the linkage between vocational education personnel training and the economy. Entrepreneurial economy, while driving the transformation and upgrading of the industrial economy, also puts forward various demands on the current social system, forming a “forced” trend. Vocational education is one of them. The entrepreneurial economy relies on the entrepreneur’s personal endowment, technical knowledge and intellectual capital investment; and the highly skilled personnel cultivated by vocational education is the carrier of technology and knowledge. Vocational education communicates “career”, “technology” and “education”. As an intermediary and a bridge among the three, skill acceptance is the essential mission at the beginning of its birth.

Therefore, it is the duty of vocational education to develop students’ skills. The development of the entrepreneurial economy has strengthened its responsibility, and at the same time expanded the connotation of “skills”. In terms of historical background and essential mission at the beginning of birth, vocational education is closer to social labor than ordinary higher education, and has a direct effect on the economy. Therefore, under the background of entrepreneurial economy, vocational education plays an important role in cultivating skilled talents, strengthening the linkage between education and economic society, and improving material life.

3. ANALYSIS OF THE NEEDS OF TALENT CAPABILITY FROM THE PERSPECTIVE OF ENTREPRENEURIAL ECONOMY

3.1 Entrepreneurial Ability

Entrepreneurial enterprises aim at “niche market” to develop business for survival. In a state where many traditional technology markets are close to saturation, if you want to break through the original mature technology track or seek a blank market gap, you must have a wealth of accumulation, profound attainments or unique vision in this field.

Alibaba, the most famous internet company in China, was just a micro enterprise with only 18 employees when it was founded. Its main business is to develop a network platform for domestic SMEs to publish information to the outside world. One of the founders, Ma Yun, did not equip with proficient computer technology and knowledge, but he was keenly aware that the Internet could be linked to commerce and trade while he was on a trip to the United States, and built a professional technical team. From Ma Yun’s entrepreneurial history, it can be seen that Ali’s success is not achieved overnight. Before this, Ma Yun had two entrepreneurial failures. This not only reflects the characteristics of flexibility of entrepreneurial enterprises from the side view, but also reflects the importance of entrepreneurial endowment and entrepreneurial ability in entrepreneurial economy.

3.2 The Exploration and Innovation Ability Is Based on Learning Ability

Learning ability is one of the most precious abilities in a person’s life, and it is basically reflected in the personal career development, which is to firmly master professional skills and knowledge. In the context of lifelong education, learning will run through life, and everyone should maintain the state of learning. In a certain extent, the exploration ability is the manifestation of the individual’s tenacious will, or out of interest or ambition in a certain

field and so study diligently. But the road of exploration is often extremely difficult and tortuous. The ability to innovate stems from the factors of individual endowment, such as agile thinking, unique vision, etc., but all the inventions and creations can only be realized through unremitting exploration and learning, and it is not possible to get something only with talent advantage but without effort. The innovation ability is also influenced by the acquired environment, that is, it is malleable. The methods of education and cultivation, and the enlightenment of the social environment are all influencing factors. These factors can have an impact on the individual's innovation ability.

3.3 Individual Development Planning Ability

The higher the degree of economic development, the higher the requirements for talents at all levels to participate in or influence decision-making, and the clearer about their position and pursuit, so that they will use policy-makers' policies to fulfill their demands. Correspondingly, the policy makers also use them to make use of the benefits of policies to optimize the overall structure and achieve a new reasonable and stable state. On the basis of a relatively abundant material, overall social stability, and basically harmonious interpersonal relationships, people will have more urgent desire to gain respect and realize self-worth, which is not only personal value, but also society value. At the same time, enterprises will get better benefits and society will get better development. This pursuit process highlights the importance of personal self-development planning abilities, including short-term work plans, staged development directions, and career ideals, family ideals, and social ideals in human growth, and in this process, a correct outlook on life and values will be gradually formed.

3.4 Social Communication Ability

The knowledge and skills that each person can master only a tiny part of all human creation and discovery. Therefore, in the career and social life, it is particularly important to form a technically complementary team with different people who are good at different fields. The enterprise also strives to achieve the Pareto optimal through adjusting different human resources and material resources. Through cooperation, personal abilities can be stimulated and enlarged. Leadership is directly related to the efficiency of economic activities; adaptive ability include not only adapting to the social development, technological progress and other large environments, but also the small environment such as individual life and work caused by career change, all of which will decide the pros and cons of resource allocation and the success or failure of organizational activities.

4. THE WAY OF CULTIVATING TALENTS OF VOCATIONAL EDUCATION TO DEVELOP THE ENTREPRENEURIAL ECONOMY

4.1 Attach Importance to Entrepreneurship Education and Promote Employment With Entrepreneurship

Entrepreneurship is a powerful measure to alleviate employment difficulties, and a large number of entrepreneurial enterprises make the greatest contribution to employment. Since the expansion of higher education in China, the employment pressure of graduates has increased day by day, and it is urgent to switch from pure employment to entrepreneurship. Let graduates become the creators of professions, the organizers of the career hierarchy, the leaders of changing trends, and even shift from the initial venture to the second and third entrepreneurship. The UNESCO has pointed out that the entrepreneurship education certificate will become the "third passport" after the popularity of the diploma and vocational skills certificate.

It is necessary for vocational education institutions to develop an entrepreneurial education model suitable for the characteristics of students.

First, set up courses on innovation and entrepreneurship. The establishment of a clear entrepreneurial discipline, so that scattered, lack of rigorous entrepreneurial courses have theoretical support, and students can systematically master entrepreneurship-related knowledge, such as market economy development laws, domestic and foreign market conditions, relevant laws and tax knowledge.

Second, organize student innovation and entrepreneurship clubs and organize entrepreneurial competitions and other activities.

Third, strengthen the construction of teachers. The teachers of entrepreneurship education include not only full-time teachers from the school, but also part-time teachers from enterprises or industries. While the teachers combining full-time with part-time instruct the theoretical knowledge of the subject, they also guide the practical operation, thereby enhancing students' self-confidence in entrepreneurship.

5.2 School-Enterprise Cooperation to Cultivate Innovative Ability

Entrepreneurship education is a kind of highly practical education, the purpose of which is to train students' entrepreneurial and practical skills. School-enterprise cooperation encourages students to experience the social working environment better.

First of all, in terms of policies, the government departments should combine enterprises, guilds, schools

and students from top to bottom to ensure that each relevant subject can fully devote and cooperate with each other. It plays an important role to reduce the employment pressure of graduates by clarifying that vocational education personnel training shall target at social development and the transition of students from school to work shall be smoothly realized .

Secondly, in terms of implementation methods, local governments should skillfully unite guilds and enterprises to provide generous rewards and subsidies to enterprises, which is far more effective than incentivizing other subjects.

Otherwise, national and local government departments at all levels should set up special management institutions, whose members are mainly from school teachers, researchers, business owners, guild representatives, and representatives of third-party intermediary agencies. The experience of Western countries shows that the school-enterprise cooperation can better unite the forces of all parties and get social recognition. Many vocational schools in China are exploring ways to reform vocational education courses, majors, and talent training models through school-enterprise cooperation. For example, Hangzhou Kaiyuan Business and Vocational School set up a school-enterprise cooperation project in the e-commerce major, which cooperated with network technology companies to train talents. On the basis of the modern apprenticeship pattern, the school introduces enterprises into schools and set up a cooperative operation center. The cooperative operation center enables students to seamlessly connect with learning and employment; enterprises provide schools with services such as teacher placement and student training. Due to the rapid changes in the e-commerce industry, school-enterprise cooperation can reduce the distance between the school and the industry, improve students' social adaptability and practical exploration ability.

5.3 Strengthen the Communication between Vocational Education and General Education

In China, students in vocational colleges are those who have been eliminated by general education. Humanistic

literacy is the weakness of vocational education students, especially for secondary vocational students. This weakness has become a major shortcoming that restricts students from growing into high-end skilled talents. However, the entrepreneurial economy not only has higher technical requirements for workers, but also has higher requirements in terms of innovation ability, career planning ability and professional spirit, that is, the comprehensive quality of talents must be excellent. Therefore, this requires vocational education and general education to open up channels of communication and conversion, so that vocational education can not only absorb the students from general education, but also enable students from vocational education to have the opportunity to enter the general education system.

5.4 Reform the Way of Teaching Evaluation

In today's increasingly complex economic situation and employment situation, vocational education and teaching need to be guided by the concept of developing students' diversified qualities, and to promote the scientific teaching method with advanced teaching ideas. In addition to the improvement of teaching methods, the evaluation of learning results should also be changed from relatively closed final evaluation to more open evaluation, so as to analyze the learning behavior and evaluate the learning results in a more comprehensive and fair manner, which will help students have a more objective understanding of themselves and improve their own comprehensive quality.

REFERENCES

- Acs , Z. J., & Audretsch, D. B. (1993). Conclusion. In Z. J. Acs and D. B. Audretsch (Eds.), *Small firm sand entrepreneurship; An east west perspective*. Cambridge, UK: Cambridge University Press.
- Audretsch, D. B., & Thurik, A. R. (2001). What is new about the new economy: Sources of growth in the managed and entrepreneurial economies? *Industrial and Corporate Chang*, 19, 195-821.
- Schumpeter , J. A. (1934). *The theory of economic development*. Cambridge, MA: Havard University Press.