

Research on the teaching mode of "integration of thinking and innovation" in economics and management courses from the perspective of new business

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Abstracts: *With the rapid change and complexity of the global business environment, the teaching model of business and management courses also needs to keep pace with the times. The traditional business teaching model focuses on knowledge transfer and analytical thinking, but ignores the cultivation of creative thinking and interdisciplinary integration ability. Therefore, from the perspective of the integration of ideological and political education and innovation and entrepreneurship education, this paper studies the establishment of an economics and management course education system from the perspective of new business. In the process of teaching, corresponding reform measures are proposed for the problems found in the curriculum construction, on the one hand, through the main channel of the classroom, the "moral cultivation" is infiltrated into professional learning, so as to help students internalize, understand and establish the core values of socialism. On the other hand, colleges and universities have become the engine of innovation and entrepreneurship, aiming to cultivate students' practical ability and innovative spirit, improve students' employability and adaptability, and provide a steady stream of human support for social development.*

Keywords: *New business; Economics and Management Courses; Ideological integration*

1. Introduction

China's business service industry has entered the 3.0 era of consumption upgrading, interconnection, big data, cloud computing, artificial intelligence, sharing economy and commerce, and has completed the development from traditional commercial physical stores in the past to Internet e-commerce, and then to Internet online and offline. In the modern society with the rapid development of science and technology, society and economy, the traditional education model has been difficult to cultivate college students to meet the needs of social and economic development, and college students pay more attention to the creativity, freedom and interest of work when choosing a career. "Thinking" is one of the components of KAP's "three-integration" inquiry-based learning and teaching model, in which "thinking" refers to ideological and political education, and "innovation" refers to innovation and entrepreneurship education, and its teaching mode focuses on the deep integration of innovation and entrepreneurship education and ideological and political education. The adoption of a new education and teaching model satisfies the society's demand for new business talents on the one hand, and meets the personalized and diversified requirements of college students' career choices on the other hand.

2. The necessity of researching the teaching mode of "ideological and creative integration" of economics and management courses from the perspective of new business

Ideological education and innovation and entrepreneurship are two key areas that are of great significance for the development of individuals and society. Ideological education involves cultivating students' way of thinking and values, helping them form a positive mindset and a correct code of conduct. Innovation and entrepreneurship focus on discovering new business opportunities, creating new value, and contributing to economic growth and social progress.

In today's rapidly changing social and economic environment, ideological education is essential to the success of individuals. It develops students' creativity, critical thinking, and problem-solving skills, enabling them to tackle complex challenges and change. Through ideological education, students are

able to have a positive mindset and a confident attitude, and can remain calm and optimistic in the face of difficulties.

Innovation and entrepreneurship are important drivers of economic development and social progress. It encourages people to constantly seek out new business opportunities and create new products and services, thereby driving economic growth and job creation. Innovation and entrepreneurship isn't just about creating new business models and technologies, it's also about creative thinking and risk-taking. Through innovation and entrepreneurship, students are able to create value for society and achieve their personal dreams and goals.

Therefore, ideological education and innovation and entrepreneurship are interrelated. Ideological education provides a foundation for innovation and entrepreneurship, and cultivates students' creativity and decision-making ability. At the same time, innovation and entrepreneurship also require a positive mindset and values to meet challenges and succeed. By strengthening ideological education and the cultivation of innovation and entrepreneurship, individuals and society can achieve sustainable development and progress.

3. Construction of the teaching mode of "integration of thinking and innovation" in economics and management courses from the perspective of new business

3.1. Clarify the teaching objectives of "ideological integration"

The report of the 20th National Congress of the Communist Party of China pointed out that it is necessary to thoroughly implement the strategy of rejuvenating the country through science and education, the strategy of strengthening the country with talents, and the strategy of innovation-driven development. To carry out innovation and entrepreneurship education, we should not only cultivate students' innovative spirit and entrepreneurial quality, but also strengthen education on ideals and beliefs, professional ethics and patriotism, and promote the deep integration of innovation and entrepreneurship education and ideological and political education. It is necessary to fully explore the ideological and political elements of innovation and entrepreneurship education, strengthen the political guidance and value guidance of students, and solve the problem of "what to cultivate, how to cultivate people, and for whom to cultivate people" in higher education.

3.2. Improve the construction of the curriculum system

The construction of the "ideological and creative integration" curriculum system of economics and management from the perspective of new business mainly includes two aspects: one is the construction of basic courses, which is mainly based on the basic courses and professional courses of various majors, such as economics, accounting, marketing, management, etc., which can lay the foundation for students' basic understanding of the business environment and business operations, and have relevant professional knowledge. The second is the construction of ideological and political theory and innovation and entrepreneurship practice courses, encouraging students to cultivate innovative thinking and entrepreneurial spirit. By providing courses on the innovation process, product development, business plan writing, etc., to help students understand how to turn innovative and entrepreneurial ideas into business opportunities and put them into practice, and at the same time, it can also cultivate students' awareness of sustainable development and social responsibility, such as the course covers sustainable development, corporate social responsibility, environmental management, etc., so that students can understand the impact of business activities on society and the environment, and learn to take these factors into account in business practice.[1]

3.3. Improve teaching methods and teaching methods

Teaching method is a complex and dynamically developing concept that teachers and students choose in order to achieve common teaching goals and complete common teaching tasks, and it is difficult to achieve good teaching results without multi-level and multi-angle in-depth research. From the perspective of new business, in order to achieve the teaching goal of "integration of thinking and innovation", economics and management courses should first enrich the teaching methods, promote the integration of the first classroom and the second classroom, and deepen the combination of theory and practice. [2]At the same time, when arranging teaching content and practical activities, it is necessary to give full play to the main role of students in the process of innovation and entrepreneurship

education, be close to the actual needs of students, and pay attention to students' real experience and practical effects. Second, it is necessary to innovate the teaching organization model. Teachers should promote the construction of grass-roots teaching organizations, build a teaching organization model based on the mutual integration and interconnection of "department-course group-teacher", pay attention to practical teaching and scientific research project training in the process of talent training, and explore the cross-college, interdisciplinary and cross-professional cross-talent training mechanism.[3]

Innovation and entrepreneurship education and ideological and political education in colleges and universities cannot simply rely on the traditional knowledge indoctrination classroom teaching mode, but need to rely on rich carriers, multi-channel approaches, and integrate into diversified courses, and the use of teaching methods follows the principle of combining modern multimedia teaching technology and traditional blackboard teaching as a supplement. The construction of multiple teaching platforms also makes modern teaching technology better applied to the whole teaching process.[4] At the same time, teachers need to make use of intelligent teaching facilities and MOOC resources to promote blended teaching and increase students' enthusiasm and initiative in learning.

4. Case study of successful teaching

4.1. Case 1: Innovation and Entrepreneurship Management Course

In the elective course of innovation and entrepreneurship management in one university, the teaching mode of "integration of thinking and innovation" was adopted. The course aims to develop students' innovative thinking and entrepreneurial spirit, helping them understand the challenges and opportunities in the entrepreneurial process. The course consists of several phases, including theoretical study, case studies, and practical projects. In the course, students learn the basic concepts and methods of innovation, and participate in the development and advancement of practical entrepreneurial projects through teamwork. In this way, students are not only able to acquire theoretical knowledge, but also to apply it to real-world situations, developing problem-solving and creative thinking skills.[5]

4.2. Case 2: Marketing Course

In the marketing course of an applied university, the faculty adopts the teaching model of "creative integration" to improve the comprehensive ability of students. In the course, students learn the basic concepts and theories of marketing and apply what they have learned through team projects and practical cases. For example, students are required to work in teams for market research and product design, and through the use of design thinking and innovation methods, they are able to think about product innovation and marketing strategy development from the user's perspective. Through this interdisciplinary approach to learning, students are able to fully understand the complexities of marketing and develop critical thinking and problem-solving skills.[6]

4.3. Evaluation of the effect of teaching cases

These case studies show that the application of the "creative integration" teaching model in business courses can effectively improve students' comprehensive ability and practical ability. By integrating innovative thinking and practical application into traditional management education, students are better able to adapt to the challenges and changes in the business environment.[7] However, in order to fully evaluate the effectiveness of this teaching model, a variety of evaluation methods are required, such as evaluation of project outcomes, student feedback, and evaluation by industry partners. This provides a comprehensive understanding of students' comprehensive and practical abilities and provides teachers with guidance to improve their teaching.

In the implementation of this teaching model, teachers should have an interdisciplinary knowledge background, be able to combine theory and practice, and pay attention to the shaping of students' ideological character and the cultivation of innovation ability in the teaching process. At the same time, universities and educational administrative departments need to establish supportive policies and environments to provide students with platforms and resources to carry out innovation and entrepreneurship activities, so as to realize the organic combination of ideological education and innovation and entrepreneurship education.

5. Conclusion

The new business field is closely related to innovation and change in the modern business environment. Innovation and entrepreneurship of college students requires students to have the ability of innovative thinking, teamwork, resource integration and marketing. Ideological education plays an important role in the process of innovation and entrepreneurship of college students, which can guide college students to establish correct values, cultivate innovative thinking and entrepreneurial spirit, improve humanistic quality, and emphasize moral binding force, so as to provide a solid foundation and guidance for college students' innovation and entrepreneurship.

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