

Research on the Talent Cultivation Model for E-Commerce Specialization in Higher Vocational Colleges from an Innovation and Entrepreneurship Perspective

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Abstract: The mission of higher vocational colleges is to align with regional economic development and cultivate high-skilled talent in demand by society. With the advancements in science and technology in the new century and the transformation and upgrading of the economic structure, the future society will see an increasing demand for innovative and entrepreneurial talent. The initiation of innovation and entrepreneurship education in universities can, on one hand, drive the schools' own development and, on the other hand, is a sufficient and necessary condition for the fulfillment of one of the universities' four main functions: talent cultivation. Currently, many higher vocational colleges are exploring innovation and entrepreneurship education, yet due to various constraints, the majority of these institutions' efforts in this area are of mixed quality and develop slowly, not aligning with the demands of economic and societal development. This paper starts with the current situation of cultivating innovative and entrepreneurial talent in the e-commerce specialty of higher vocational colleges, analyzes the status and existing problems of talent cultivation, and, combining the distinctive practices of e-commerce innovation and entrepreneurship, summarizes a model for integrating innovation and entrepreneurship into the curriculum. This model aims to enhance the quality of talent cultivation in the e-commerce specialty of higher vocational colleges and to provide new ideas and references for advancing innovation and entrepreneurship education.

Keywords: Higher Vocational Colleges, Innovation and Entrepreneurship Education, E-commerce Specialty, Talent Cultivation, Regional Economic Development

1. Background

The e-commerce industry, characterized by low investment, low costs, and rapid profitability, has seen swift development. This growth has not only driven the advancement of logistics, communications, and finance sectors but also bolstered employment [1]. In the context of modern educational reform, teachers in higher vocational colleges should decisively abandon traditional teaching methods, embrace updated and advanced educational philosophies, and endeavor to pioneer new instructional scenarios under the guidance of contemporary educational thought, thereby providing students with high-quality teaching services. Specifically, for the e-commerce specialty, given the rapid development of technologies, equipment, and theories in this field, educators should also innovate their teaching approaches to keep pace with these advancements [2]. They should actively explore opportunities and methods for implementing innovation and entrepreneurship-based practical teaching. This approach not only solidifies students' foundational knowledge and hones their skills but also stimulates their innovative thinking and enhances their creative abilities, ultimately facilitating their personalized development. Addressing how to conduct innovation and entrepreneurship-based practical teaching within the e-commerce curriculum of higher vocational education has become an urgent issue for educators [3].

As a means of creating material wealth, innovation and entrepreneurship currently exhibit insufficient vigor in the economic development of our country. To release more space to the market and achieve the spiritual pursuit within the wealth creation process, it is necessary to enhance the innovation and entrepreneurship capacity of the social market, liberate productive forces, and improve economic development capabilities. On one hand, enterprises lacking developmental vitality evidently do not meet the future market development requirements. It is essential to combine economic development laws to renew the driving forces behind economic growth. The introduction of innovation

and entrepreneurship can assist market entities in developing new economic structures, serving as a novel internal driving force for economic development [4]. This facilitates the participation of diversified market entities, forcing traditional market systems and mechanisms to reform, thereby revitalizing China's economic dynamics. On the other hand, the promotion of innovation and entrepreneurship represents a powerful manifestation of creative social practice and a true reflection of implementing the mass line, allowing and encouraging society to dare to create, continuously increasing market economic entities, liberating development productivity, and ultimately achieving common prosperity [5].

Currently, the cultivation of talents in the higher vocational e-commerce specialty primarily focuses on three aspects: business-savvy e-commerce professionals with a high level of informatization, technically proficient e-commerce professionals, and strategic e-commerce professionals who have a comprehensive understanding of e-commerce and are well-versed in e-commerce theories and their applications [6]. The content of higher vocational e-commerce programs typically includes knowledge of economics, finance, e-commerce practices, customer relationship management, website construction and management, and corporate management simulation exercises. Among these, methods to cultivate students' innovation and entrepreneurship abilities include online market research, online store management, and marketing plan development, with many students mastering professional e-commerce knowledge through specialized instruction. However, many higher vocational colleges face issues in e-commerce education, such as unclear goal setting, lack of targeted curriculum design, and insufficient practical conditions. For instance, the primary methods adopted for "innovation and entrepreneurship" talent cultivation include internal simulated teaching software operations and external internships, making it challenging for students to truly grasp the essence of e-commerce activities. Therefore, reforming the teaching model of the e-commerce specialty in higher vocational education is imperative.

2. The Practical Significance of Innovative and Entrepreneurial Practical Teaching in Higher Vocational E-Commerce Programs

With the introduction of innovation and entrepreneurship concepts, these have been widely applied across multiple disciplines in various institutions, achieving significant educational outcomes. This approach effectively integrates innovative education with entrepreneurial education, focusing on nurturing the innovative spirit, entrepreneurial awareness, and capabilities of students. Higher vocational colleges specializing in e-commerce have formulated innovative and entrepreneurial talent cultivation schemes based on support policies for innovation and entrepreneurship. The aim is to permeate innovation and entrepreneurship education throughout course theory teaching and practical operation activities, cultivating innovative talents for all sectors of society. As science and technology in our country have rapidly advanced, prompting upgrades and optimizations across all industries, the e-commerce sector has gradually transitioned from an application-oriented to a service-oriented model, extending into various fields and heralding the era of e-commerce. Against this backdrop, there is a significant gap in e-commerce talent in society, presenting new challenges for higher vocational colleges in conducting their educational activities. To meet the current needs of educational development, institutions should actively introduce concepts of innovation and entrepreneurship, adjust curriculum settings appropriately, and focus on cultivating students' professional qualities and practical skills. This will ultimately supply the innovative talents required by the e-commerce sector, enhancing the social impact of the institutions and the competitive edge of their students in society.

3. Challenges in Practical Teaching within Higher Vocational E-Commerce Programs

Within the context of innovation and entrepreneurship development, numerous higher vocational colleges have introduced innovation and entrepreneurship courses into their e-commerce programs, enriching the curriculum substantially, whether as compulsory or elective subjects. However, based on the author's practical experience, these courses predominantly focus on theoretical knowledge and case studies without incorporating a variety of practical elements, ultimately failing to substantially enhance students' practical skills. Moreover, the innovation and entrepreneurship education courses designed by teachers are not organically integrated with the e-commerce curriculum, thereby failing to fully realize the potential of innovation and entrepreneurship education.

To effectively enhance students' practical operational skills, various higher vocational colleges have specifically established training bases, created resource libraries, and introduced simulation software, among other measures. However, according to the current state of e-commerce teaching in multiple

institutions, many colleges merely provide practical teaching resources without updating and optimizing these resources based on practical teaching experiences. Fundamentally, this issue stems from the lack of emphasis on practical teaching by e-commerce instructors, leading to insufficient utilization of practical teaching resources. Additionally, while many students can use simulation software for computer-based operations to grasp the workflow and basic requirements of e-commerce, the simulated environment still differs from real-world conditions. Despite possessing relatively proficient operational skills, students may find it challenging to naturally address unexpected problems that arise in actual work situations.

In higher vocational colleges actively engaged in innovation and entrepreneurship education, e-commerce teachers are responsible for organizing and supervising practical teaching activities. Despite course instructors possessing extensive knowledge reserves and solid theoretical foundations, there is still a lack of specific professional practice experience. Therefore, in practical teaching, it becomes challenging for teachers to provide concrete practical guidance in specific contexts for students. Moreover, although some higher vocational colleges have integrated innovation and entrepreneurship content into their practical teaching, the focus remains predominantly on practical entrepreneurship, without sufficiently fostering students' innovative consciousness and innovative thinking.

4. Talent Cultivation Model for E-Commerce Specialization in Higher Vocational Colleges from an Innovation and Entrepreneurship Perspective

Currently, the curriculum teaching system in higher vocational colleges mainly encompasses four areas: e-commerce theory, business management theory, management theory, and legal theory. Although this curriculum system covers a variety of knowledge in electronics and business, it does not emphasize the importance of training in innovation and entrepreneurship skills. Therefore, in future development, higher vocational colleges should base further development of the curriculum system on the job demands associated with the e-commerce specialization. Subsequently, with a focus on cultivating students' professional abilities, there should be an in-depth analysis of the competency requirements for various professional positions in e-commerce. Building on this foundation, through project design, professional competencies should be translated into curriculum content. Meanwhile, based on the distribution of these competencies in the workplace, typical and applicable work tasks should be selected as teaching vehicles to train students in innovation and entrepreneurship skills. The development of the e-commerce curriculum system should prioritize the construction of an open, employment-oriented learning system. Strictly speaking, an open learning system should include various forms of courses such as micro-lessons, video open courses, and resource-sharing classes. Higher vocational colleges must, according to the developmental needs of students in innovation and entrepreneurship, incorporate more modules on cultural literacy training and innovation and entrepreneurship knowledge into the e-commerce knowledge system. The goal is to enhance students' innovation and entrepreneurship abilities through comprehensive teaching and systematic training.

Within the context of innovation and entrepreneurship, to further enhance the effectiveness and specificity of practical teaching in the e-commerce specialization, teachers should optimize and innovate the practical teaching curriculum system under the dual-creation concept. Firstly, collaborating with relevant enterprises to co-develop e-commerce talent cultivation schemes is essential. Higher vocational colleges should conduct in-depth enterprise visits and internships to understand the quality and skill requirements that e-commerce businesses have for professional talents. This approach ensures the establishment of a curriculum system that aligns with enterprise development needs, laying a foundation for implementing innovation and entrepreneurship education. Secondly, adjusting the distribution ratio of practical teaching hours is necessary to ensure the successful completion of practical teaching tasks. Teachers should arrange practical teaching tasks based on theoretical content, progressively enhancing students' practical skills and avoiding the disconnection between theory and practice. This ensures the smooth progression of dual-creation education and effectively improves students' comprehensive qualities. Teachers need to organize practical teaching in an orderly manner, considering students' mastery levels of e-commerce specialization knowledge. For first-year students, teachers can organize field research and visits to enterprises; for second-year students, teachers should encourage participation in e-commerce practical case analysis and task decomposition and inquiry at practical bases; for third-year students, teachers should encourage participation in practical innovation competitions and assist students in completing the entire practical training project.

The specialization in e-commerce is an emerging field that encompasses a wide range of subjects,

including knowledge of economics and trade, management, logistics, and law, among others. Many higher vocational colleges harbor the erroneous notion of prioritizing theory over practice in the teaching of e-commerce, often emphasizing business aspects over electronic in their curriculum. Although the essence of e-commerce is rooted in business, its core revolves around electronic technology as a means. Therefore, the focus of e-commerce education should be on conducting practical training courses to enhance students' practical abilities. Consequently, higher vocational colleges need to intensify collaboration with software companies and enterprises to co-establish e-commerce laboratories, creating an innovative and entrepreneurial activity platform that incorporates internet entrepreneurship and project research, thereby vigorously advancing the professional development of e-commerce specialization. For instance, higher vocational colleges could leverage on-campus entrepreneurship parks to strengthen the construction of on-campus practical training bases, providing spaces for students interested in e-commerce entrepreneurship. Moreover, colleges can also establish school-enterprise cooperation bases and internet entrepreneurship platforms within enterprise production bases through school-enterprise partnerships, offering students more opportunities for work-study programs and internships to enhance their innovative and entrepreneurial capabilities. Additionally, there is a need to bolster the development of the teaching staff, encouraging teachers to enhance their instructional skills through continuing education and research projects. Participation in academic exchanges, e-commerce research, and enterprise practice can elevate their technical proficiency, thereby solidifying the foundation for cultivating innovative and entrepreneurial talents in e-commerce.

In the process of implementing e-commerce practical teaching reforms, higher vocational colleges should not only organize professional skill competitions but also various innovation and entrepreneurship contests to evaluate students' practical operation skills and innovative entrepreneurial capabilities simultaneously. Firstly, higher vocational colleges should actively collaborate with other institutions to co-organize e-commerce-related competitions and encourage students to participate actively. Through these competitions, students can solidify their foundational knowledge, hone their practical skills, and enhance their innovative consciousness. Secondly, the attention towards innovation and entrepreneurship competitions should be increased. For instance, competitions like the E-commerce Challenge sponsored by Alibaba or national university student e-commerce entrepreneurship competitions should be promoted among students, encouraging their active participation to genuinely enhance their innovative and entrepreneurial abilities. Thirdly, higher vocational colleges should establish e-commerce entrepreneurship platforms for students and encourage them to actively engage in forum discussions and topic investigations, effectively stimulating their entrepreneurial potential.

To ensure the effective permeation of innovation and entrepreneurship education, teachers in the e-commerce specialization should abandon traditional teaching models, actively innovate teaching methods, and update instructional approaches. This process can begin with several key strategies:

First, achieve integrated theoretical and practical teaching. While emphasizing theoretical explanations, teachers should enhance the quality of practical teaching and optimize and update the teaching theories currently in use. Moreover, the course teaching system should be further refined around the concept of innovation and entrepreneurship, increasing the proportion of practical training and software development project teaching, such as organizing search engine optimization and practical activities, thereby laying a solid practical foundation for students' subsequent entrepreneurship.

Second, institutions should build an "innovation and entrepreneurship" specialized practical teaching system in conjunction with the effectiveness of professional teaching, enabling students to achieve effective improvement in experimental learning, practical training, and project innovation.

Third, institutions should also actively conduct extracurricular activities based on the characteristics of the e-commerce curriculum, introducing practical lectures, scientific research innovation, and internships into these extracurricular sessions. Ultimately, this approach aims to enhance students' employability while improving their innovation capabilities.

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