

# Optimization Strategies for the Practice Teaching System under the Integration of Business Administration and Innovation & Entrepreneurship Education

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**Abstract:** Under the deepening implementation of the mass Innovation & Entrepreneurship strategy, the integration of Business Administration programs, as a core vehicle for cultivating versatile management talent, with Innovation & Entrepreneurship education has emerged as a critical pathway to break through the limitations of traditional teaching models and enhance the quality and effectiveness of talent cultivation. As the central vehicle for integrating Business Administration programs with Innovation & Entrepreneurship education, practice teaching currently faces critical challenges—including superficial integration, imbalanced curriculum design, inadequate faculty competencies, and underdeveloped practice platforms—hindering the cultivation of interdisciplinary talent equipped with both managerial acumen and innovation & entrepreneurship capabilities to meet societal demands. Aligned with the disciplinary characteristics of Business Administration and the core essence of Innovation & Entrepreneurship education, this study deeply analyzes the existing problems in the practice teaching system under the integration of the two, and proposes targeted optimization strategies for promoting the quality and efficiency enhancement of the practice teaching system from four dimensions—curriculum systems, faculty teams, practice platforms, and evaluation mechanisms—to achieve precision alignment between the cultivation of Business Administration professionals and the demands for Innovation & Entrepreneurship talent, and provide practical reference for the teaching reform of Business Administration in higher education institutions.

**Keywords:** Business Administration; Innovation & Entrepreneurship Education; Integrated Development; Practice Teaching System; Optimization Strategies

**DOI:**10.12417/3029-2328.26.02.003

## 1. Introduction

With the transformation and upgrading of the economic structure, and the comprehensive implementation of the innovation-driven development strategy, Innovation & Entrepreneurship have become the core driving force for promoting high-quality economic development. Societal demand for Business Administration talent now extends beyond the application of traditional management knowledge, increasingly demanding a holistic elevation of innovation mindset, entrepreneurial competencies, and practice competencies. Business Administration aims to cultivate versatile talent with systematic management expertise and the capability to solve practical management problems. Its disciplinary characteristics align highly with the core demands of innovation & entrepreneurship education, which aim to foster innovation ethos and entrepreneurial competencies. The deep integration of Business Administration and innovation & entrepreneurship education is an inevitable requirement of the times and an inherent need for the reform and development of the Business Administration itself. Practice teaching serves as a bridge connecting theoretical knowledge with practical application, a crucial link for achieving the deep integration of Business Administration and innovation & entrepreneurship education, and more the core pathway for enhancing students' comprehensive capabilities. Currently, although the majority of higher education institutions have attempted to integrate Innovation & Entrepreneurship education into practice teaching of their Business Administration programs, there are still many deep problems during the integration process, which leads to poor practice teaching effectiveness and makes it difficult to fully leverage the educational value of the integration. Based on this, it is of crucial practical significance to conduct in-depth exploration of the optimization strategies for the practice teaching system under the integration of Business Administration and innovation & entrepreneurship education, and resolve the current challenges for enhancing the quality of professional talent cultivation and meeting

the requirements of social development [1].

## **2.Current Challenges of the Practice Teaching System Under the Integration of Business Administration and Innovation & Entrepreneurship Education**

### ***2.1 Superficial Integration and Ambiguous Positioning of Practice Teaching***

There is a lack of systematic design in the integration of Business Administration with innovation & entrepreneurship education. Most higher education institutions merely integrate Innovation & Entrepreneurship education into existing practice teaching components, failing to develop an integrated practice teaching philosophy that infuses specialized disciplines with innovation & entrepreneurship elements, resulting in ambiguous positioning of practice teaching. On the one hand, some higher education institutions equate Innovation & Entrepreneurship practice with entrepreneurial practice, neglecting the cultivation of innovative mindset and innovation capabilities. This is disconnected from the core objectives of Business Administration, which is to cultivate versatile management talent, leading to that the practice teaching deviates from the disciplinary characteristics. On the other hand, practice teaching still mainly focuses on traditional specialized discipline practice, with the Innovation & Entrepreneurship education content serving only as a supplement, and failing to deeply integrate into the core practical components of Business Administration, resulting in superficial integration, failing to achieve the educational outcomes of leveraging Innovation & Entrepreneurship to advance disciplinary expertise, while using disciplinary expertise to underpin Innovation & Entrepreneurship. Furthermore, practice teaching mainly consists of verification and simulation-based practice, lacking in specificity, innovation and practicality. As a result, it fails to effectively stimulate students' innovative potential and struggles to cultivate their ability to solve complex practical problems.

### ***2.2 Imbalance in Curriculum System and Insufficient Integration***

Curriculum systems serve as the core braced force for the practice teaching system. Currently, there is a significant imbalance in the setting of practice courses and Innovation & Entrepreneurship courses for Business Administration. Insufficient integration seriously affects the effectiveness of practice teaching. Firstly, practice courses still mainly consist of traditional specialized courses, focusing on cultivating students' basic management competencies. Among them, entrepreneurship and innovation-related practice courses are insufficient, with monotonous content, mostly general education courses, failing to integrate with the core knowledge of Business Administration, and satisfy the needs of students for comprehensive capability enhancement. Secondly, there is a lack of systematic alignment between the Innovation & Entrepreneurship courses and the specialized practice courses. There is a phenomenon of "fragmented operations with siloed practice". The content of the Innovation & Entrepreneurship courses is disconnected from Business Administration reality, while the specialized practice courses do not infuse with Innovation & Entrepreneurship elements, making students struggle to organically integrate the Innovation & Entrepreneurship knowledge with their professional skills. Thirdly, the course content is outdated. Both specialized practice courses and Innovation & Entrepreneurship practice courses fail to timely align with industry development and market demands, and they do not pay attention to new management models and innovative business formats, resulting in the disconnection between practice teaching content and actual job requirements. This makes it difficult to cultivate versatile talent who can adapt to social development [2].

### ***2.3 Weak Faculty Teams and Inadequate Comprehensive Capabilities***

Faculty teams are the crucial safeguards for the effective operations of the practice teaching system. Currently, the faculty teams for practice teaching of Business Administration have problems such as unreasonable architecture and insufficient comprehensive capabilities, which struggles to meet the integrated teaching demands. On the one hand, most the practice teaching instructors are full-time faculty members in higher education institutions. Although they have solid theoretical knowledge, they lack practical experience in enterprise management and Innovation & Entrepreneurship. When conducting Innovation & Entrepreneurship practice teaching, they find it difficult to guide students with authentic case studies. They can only remain at the level of theoretical explanations, which affects the

effectiveness of the practice teaching. On the other hand, although some part-time teachers from enterprises have rich practical experience, they lack systematic training in teaching methods and are not familiar with the teaching rules and the cognitive characteristics of students in higher education institutions, failing to effectively carry out practice teaching activities. Furthermore, higher education institutions do not attach sufficient importance to the training of the instructors for practice teaching, and they lack targeted training systems, which results in the inability to effectively enhance teachers' professional capabilities and their capability to conduct Innovation & Entrepreneurship teaching. As a result, they are unable to meet the requirements of the integrated practice teaching model that infuses specialized disciplines with innovation & entrepreneurship elements.

#### ***2.4 Insufficient Practice Platforms and Undeveloped Safeguard Mechanisms***

Practice platforms are important vehicles for conducting practice teaching activities. Currently, the practice teaching platforms integrating Business Administration with innovation & entrepreneurship education face challenges such as insufficient quantity, monolithic functions, and undeveloped safeguard mechanisms, which seriously restrict the implementation of practice teaching. The first is slow construction of on-campus practice platforms. Most higher education institutions only have basic simulation laboratories, lacking comprehensive practice platforms that integrate disciplinary characteristics with Innovation & Entrepreneurship functions. As a result, these platforms are unable to provide students with diverse practice scenarios and resources. The second is insufficient cooperation with off-campus practice platforms. University-enterprise cooperation mostly remains superficial, mostly in the form of short-term visits, internships, etc. There is a lack of long-term and stable deep cooperation. Enterprises' enthusiasm is not high for engaging in practice teaching, failing to provide real practice positions and practice projects, resulting in that students cannot effectively train their practical competencies [3]. The third is undeveloped safeguard mechanisms for practice teaching. Higher education institutions do not invest sufficient funds, equipment, and venues for practice teaching, and lack a complete practice teaching management system and incentive mechanism. This not only dampens the enthusiasm of teachers for conducting practice teaching but also hinders the optimization and improvement of the practice teaching system.

### **3. Optimization Strategies for the Practice Teaching System under the Integration of Business Administration and Innovation & Entrepreneurship Education**

#### ***3.1 Clearly Defining the Positioning of Practice Teaching and Establishing the Concept of Integrated Integration***

To optimize the practice teaching system, the first step is to clearly define the positioning of practice teaching, establish the integrated integration concept that infuses specialized disciplines with innovation & entrepreneurship elements, achieve precision alignment between the cultivation of business management talent and Innovation & Entrepreneurship education, and dismantle the integration barriers. On the one hand, Higher education institutions should ground themselves in the systematic and application-oriented disciplinary characteristics of Business Administration to integrate the innovation ethos and entrepreneurial mindset in Innovation & Entrepreneurship education into every aspect of the practice teaching, clearly define the core objectives of practice teaching as cultivating versatile talent with solid professional management competencies, acute innovation mindset and strong entrepreneurial capabilities, emphasize the dual cultivation orientation of “disciplinary characteristics + Innovation & Entrepreneurship capabilities”, and closely center on the core capabilities of Business Administration such as management planning, organization and coordination, and decision analysis to avoid the deviation of practice teaching from the disciplinary training objectives and prevent the Innovation & Entrepreneurship education from becoming formalized and superficial. On the other hand, they should transcend the rigid constraints of traditional practice teaching, firmly abandon the traditional teaching philosophy of “emphasizing verification over innovation” and “emphasizing theory over practice”, and establish a triune practice teaching model of “innovation + entrepreneurship + disciplinary practice”, integrate the cultivation of innovation mindset throughout the whole process of practice teaching, guide students to break through traditional thinking patterns step by step from

fundamental practice to comprehensive practice, and emphasize the cultivation of students' innovation capabilities in identifying, analyzing and solving problems, and combat-ready capabilities oriented towards the market, so as to truly achieve the deep integration and resonance of Business Administration and Innovation & Entrepreneurship education [4]. Furthermore, they should align closely with industrial development trends and market demands to precisely position the practice teaching content, and focus on the practical challenges in modern enterprise management and the current needs of Innovation & Entrepreneurship to highlight the specificity and practicability of practice teaching, ensuring that the practice teaching content is highly compatible with the actual job requirements of enterprises, and enabling the capabilities enhanced by students in practice to directly align with societal demands.

### ***3.2 Restructuring the Curriculum Systems and Strengthening the Integration Articulation***

Curriculum system restructuring is the core for the optimization of the practice teaching system. It should be based on the integration demands, transcend the constraints of the traditional curriculum design, and construct a structurally coherent and precision-articulated integrated practice curriculum system that infuses specialized disciplines with innovation & entrepreneurship elements. Firstly, higher education institutions should optimize the curriculum framework, balance the proportion of specialized practice courses and Innovation & Entrepreneurship practice courses, increase the quantity and quality of Innovation & Entrepreneurship practice courses on the basis of retaining the core specialized practice courses, and add innovation and entrepreneurial courses closely related to Business Administration to achieve the organic integration of Innovation & Entrepreneurship knowledge with specialized knowledge. Secondly, we should enhance the course articulation and establish a progressive practice course system featuring “fundamental layer + core layer + extended layer”. The fundamental layer focuses on cultivating students' innovation mindset and fundamental management competencies, the core layer focuses on developing students' professional practical competencies and core entrepreneurial competencies, and the extended layer focuses on enhancing students' combat-ready capabilities and comprehensive competencies, ensuring sequential and progressive course content. Thirdly, they should update the course content, promptly align it with industry development and market demands, incorporate new management models, innovative business formats, and start-up cases into the practice course content, and abandon outdated teaching materials to ensure advanced and practical course content. Concurrently, they should promote the modularization of courses, subdivide the elements of Innovation & Entrepreneurship into specific teaching modules, and integrate them into all aspects of specialized practice courses to achieve seamless articulation of the two.

### ***3.3 Strengthening the Construction of Faculty Teams and Enhancing Their Comprehensive Teaching Competencies***

Based on the integration demands, higher education institutions should forge a strategically configured faculty team for integrated practice teaching with strong comprehensive teaching competencies, synergizing disciplinary mastery with innovation-entrepreneurship praxis, to provide safeguards for the effective operations of the practice teaching system [5]. On the one hand, they should make efforts to enhance the training of university faculty, establish a targeted faculty training system, regularly organize practice teaching teachers to engage in Innovation & Entrepreneurship training, enterprise secondment, industry seminars and other activities to enhance teachers' practical experience in enterprises and their innovation-entrepreneurship teaching competencies, and encourage teachers to participate in Innovation & Entrepreneurship projects and enterprise management consulting projects, thereby strengthening their practical competencies. On the other hand, they should broaden the channels for recruiting teachers, actively engage enterprise managers and successful entrepreneurs with rich management experience and Innovation & Entrepreneurship experiences to serve as part-time teachers, enhance the faculty teams for practice teaching, and form a diversified faculty teams consisting of both full-time and part-time teachers. In addition, they should establish a sound incentive mechanism for teachers, and link their practice teaching performance, the teaching achievements in Innovation & Entrepreneurship to teachers' professional title evaluation,

and performance assessment to arouse teachers' enthusiasm for conducting practice teaching and Innovation & Entrepreneurship education, and encourage them to explore integrated practice teaching methods, synergizing disciplinary mastery with innovation-entrepreneurship praxis, thereby improving teaching effectiveness.

### **3.4 Refining the Practice Platforms and Establishing Sound Safeguard Mechanisms**

The refinement of the practice platforms is an important underpin for enhancing the effectiveness of practice teaching. It is necessary to establish on-campus and off-campus integrated practice platforms, and establish and improve the corresponding safeguard mechanisms to provide strong support for the implementation of practice teaching. Firstly, higher education institutions should strengthen the construction of on-campus practice platforms, integrate existing teaching resources, build comprehensive practice platforms that have disciplinary characteristics and Innovation & Entrepreneurship functions, add special platforms, such as innovation laboratories and entrepreneurship incubation rooms, to provide students with diverse practical scenarios and resources, and support them in conducting innovation practice and startup attempts. Secondly, they should deepen cooperation with off-campus practice platforms, establish a long-term and stable cooperation mechanism between schools and the local government as well as between schools and enterprises, strengthen deep cooperation with various enterprises and industry associations, and strive to obtain authentic practice positions, practical projects and technical support from enterprises to promote the deep integration of practice teaching with actual enterprise operations, enabling students to train their practical competencies in authentic scenarios <sup>[6]</sup>. Thirdly, they should improve the safeguard mechanisms for practice teaching, increase investment in practice teaching, enhance the construction of practice teaching equipment and venues, and establish and improve practice teaching management systems, quality monitoring systems and evaluation mechanisms to strengthen the management and supervision of the whole process of practice teaching, and ensure the quality of practice teaching. Concurrently, they should establish a resource-sharing mechanism for practice teaching to integrate on-campus and off-campus practice resources, achieve complementary advantages of resources, and improve the utilization rate of practice teaching resources.

## **4. Conclusion**

The deep integration of Business Administration with innovation & entrepreneurship education is an inevitable choice for improving the quality of professional talent cultivation and meeting the requirements of social development. As the core vessel of the integration, the practice teaching system's optimization and improvement directly affect the realization of the integrated educational outcomes. Currently, the practice teaching system under the integration of the two aspects still faces several prominent problems such as ambiguous positioning, imbalance in courses, weak faculty, and insufficient platforms, which seriously restrict the quality improvement of talent cultivation. Higher education institutions should ground themselves in the disciplinary characteristics of Business Administration and the conceptual dimensions of Innovation & Entrepreneurship education, clearly define the positioning of practice teaching, establish an integrated integration concept, and improve quality and efficiency of the practice teaching system through targeted strategies such as restructuring the curriculum systems, strengthening faculty team construction, refining practice platforms, and improving safeguard mechanisms, achieving the organic integration of Business Administration expertise, competencies and Innovation & Entrepreneurship capabilities, cultivating more versatile talent with management literacy, innovation mindset and entrepreneurial capabilities, and providing strong talent support for high-quality economic development.

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