



Characteristics and Enlightenment of the Development of Innovation and Entrepreneurship Education in South Korean Colleges

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Abstract

An in-depth analysis of the case of Korea Myongji College, a college in South Korea, shows that innovation and entrepreneurship education in Korean colleges and universities originated in the 1980s and has gone through three main development stages: the initial stage, the development stage, and the mature stage, and now has a relatively complete entrepreneurship education system. The education system, that is, led by the government, led by universities, and promoted by the industry, is specifically manifested in the trend of specialized innovation and entrepreneurship education management, a combination of full-time and part-time innovation and entrepreneurship teachers, the curriculum construction principles of interdisciplinary innovation and entrepreneurship course groups, and innovation and entrepreneurship An activity-based second classroom education form, and a guarantee mechanism that combines universities with enterprises and governments under the leadership of universities. Entrepreneurship education in Korean colleges has cultivated a large number of applied and technical talents for Korea's modern industries. The inspiration for our country is: Improve the quality of school running, enrich the level of school running, enhance social recognition, and raise entrepreneurship education to a new level of quality education in colleges and universities.

Subject Areas

Higher Education

Keywords

South Korea, Colleges, Innovation and Entrepreneurship Education

1. Introduction

Vocational education for a country like South Korea that is relatively short of material resources and its economic development is destined to rely only on human resources. Looking at South Korea's post-war development trajectory, whether it is implementing "from labor-intensive to knowledge-intensive" The strategy of "transition" is still the implementation of the "export-oriented, export-led" economic strategy, or the science and technology-led strategy of "building a nation with cutting-edge industries and technology" and the "urbanization promotion" strategy. There is a clue that runs through it all the time, that is Do everything possible to turn the heavy population burden into a huge human resource advantage. Many researchers believe that education has always played a decisive role in South Korea's modernization model. Studying the scientific connotation and implementation path optimization of innovation and entrepreneurship education in colleges and combining it with the development and characteristics of entrepreneurship education in my country's colleges has certain research significance for the reform and development of entrepreneurship education in China's colleges. Vigorously developing innovation and entrepreneurship education in colleges and universities, and cultivating college students' autonomy and innovation awareness is not only a realistic demand for building an innovative country but also a requirement for economic and social development. What are the scientific connotations of innovation and entrepreneurship education in colleges and universities? What are the dilemmas encountered in the implementation process? What is the need to optimize the way to optimize the path in the implementation process? For the above issues, some literature analyzes and conducts research and analysis of the implementation of innovation and entrepreneurship education in Korean colleges in order to obtain certain suggestions. In 2013, in order to further promote entrepreneurial education, the South Korean SME Department jointly published a five-year plan for entrepreneurial education in colleges and universities. At present, entrepreneurial education in South Korean universities is mainly divided into two forms. One is that undergraduate colleges offer entrepreneurial elective courses to consolidate students "professional knowledge while cultivating students" awareness of innovation. Entrepreneurship. Hu Han (2013) "Research on the 21st Century Higher Education Series Excellence Engineering Research" article details the "New University Regional Innovation Engineering Plan" in detail, and explains the main goals, funding investment, and selection results of the plan in detail. In addition, Wang Yan Xin (2015) [1] has introduced how the plan promotes regional development balance in the South Korea and South Korea's Higher Education Excellence Project and its characteristics analysis, and the overall strength of the university has also introduced a certain introduction.

2. The Characteristics of Innovation and Entrepreneurial Education in Korean Colleges

In the entire education system, Korean higher vocational education, as the high-

est level of vocational education, not only contributed to popularizing higher education but also the importance of human resources development is also increasingly prominent. For a country such as South Korea which advocates humanities and despises technical ideas, it is not easy for higher vocational education to gain the recognition of the people. A report named Global Entrepreneurship Observation (2017) [2] from the South Korean Vocational Skills Development Institute shows that in recent years, with the increase in the need for application and skill talents, 32.8% of the four-year university graduates have chosen to enter a college or technology university for further studies. ¹This indicates that the flow of students from a 2 - 3-year college to a 4-year university is undergoing changes. The reasons behind this phenomenon must be multi-faceted, but the most fundamental is that South Korea's high vocational education represented by a specialist university has won all aspects of the national and industrial aspects of the talent training model that is different from the four-year academic education. Acknowledge. The Korean higher vocational education system is mainly composed of a college-level college, an undergraduate level, and a graduate college at the graduate level.

2.1. Innovation and Entrepreneurial Education Policy System in Korean Colleges

After decades of development, South Korea's innovation and entrepreneurship education has basically formed a development system led by the government, university-led, and industry promotion. Wu Peng, Wei Qiang (2010) [3] analyzed and summarized the rapid development of South Korea's innovation and entrepreneurship education lies in the profound grasp of the South Korean government for economic development, and the government's support and funding guarantee have promoted the development of entrepreneurial education. Universities are the main executors of entrepreneurial education in South Korea. There are college entrepreneurial conservation centers in almost every university in South Korea. Korean universities will cultivate entrepreneurial culture as the development of entrepreneurial education, integrate the entrepreneurial spirit of students, and cultivate students' entrepreneurial spirit and entrepreneurial ability. Xu Jia (2014) [4] analyzed South Korea's industrial sector as a huge driving force for entrepreneurial education, which is also a characteristic of South Korea compared with other countries. The Korean Industrial Department actively promotes industry-academia cooperation and undertakes government entrepreneurial projects and talent training. Driven by the government, many industrial departments will turn to innovation and entrepreneurship perspectives, and have invested in supporting entrepreneurial projects and providing guidance and training.

2.2. Innovative and Entrepreneurial Education Characteristics of Korean Colleges

The "Higher Education Law" in South Korea stipulates that the training goal of

¹South Korea and South Korea's higher education excellence project.

the Industrial University College is to “cultivate specialized professional talents needed for national social development” so that students have a professional theory necessary for industry society to master a variety of specialized technologies related to occupations related to the occupation Essence The professional settings, curriculum settings, and practical teaching activities of the college university are all located around this goal. Ho Tao, Shen Li (2013) [5] the teaching process of a college university is not to emphasize students master the system and deep theoretical knowledge, but to focus on application technology, emphasize theoretical connection, and pay more attention to professional practice and other professional content. The ability to solve practical problems with methods. It is reflected in the professional setting, and the professional fields opened by a college can be said to be very widely said that clear target positioning is the primary factor to ensure the success of the talent training model of a college university.

2.2.1. Specialized Innovation and Entrepreneurial Education Management Institution

The development of innovation and entrepreneurship education in colleges and universities is inseparable from specialized management institutions. Once the power and responsibilities between the internal institutions of the university are unknown, and they push each other, innovation and entrepreneurial education will be affected. To this end, Korean universities have established specialized management institutions to promote the orderly operation of innovation and entrepreneurship education. Fully help students develop entrepreneurial thinking methods, entry, flexibility, creativity, adventure desire, abstract thinking ability, and ability to change their business opportunities as the market changes. Students participated in the research of innovation and entrepreneurship and established connections with the extensive technology park, entrepreneur association, entrepreneur alumni federation, small enterprise development centers, entrepreneurial training institutions, etc. to provide resource support for innovation and entrepreneurial education.

Thus, the special cooperation between the special innovation and entrepreneurial education management institutions and institutions ensures the development of innovation and entrepreneurship education in American universities, puts various innovation and entrepreneurship work in a way, and promotes the normalization of innovation and entrepreneurial education.

2.2.2. Innovative and Entrepreneurial Teachers Combined with Part-Time and Part-Time Work

Whether a university can become a first-class university is whether to have a powerful teacher. Similarly, whether innovation and entrepreneurial education can produce high-quality results is whether to have a strong team of innovative entrepreneurial education teachers. In short, the teacher team has become the core force of innovation and entrepreneurship education.

The Korean government's "Vocational Training Law" has improved teachers' actual operation ability as one of the focus. The Law clearly stipulates the training of higher vocational education teachers and on-the-job training, qualification standards, practical ability, appointment, reward, training and identity protection. At the same time, it also stipulates that an industrial education reviewer is set up in higher vocational schools to manage the work of teachers' guidance in the practice of students in the enterprise. In addition to training vocational education teachers through various colleges and universities, many educational institutions have also adopted the method of "introduction and going out" to strengthen the construction of teachers.

2.2.3. Principles of Curriculum Construction of Interdisciplinary Innovation and Entrepreneurship Course Group

Curriculum is an important carrier of innovation and entrepreneurship education in colleges and universities. Li Ya (2015) [6] agreed that the scientific and systematic curriculum is directly related to the effect of innovation and entrepreneurial education. Adhering to the equal emphasis on theoretical courses and practical courses, not only can strengthen students' practical ability but also enable students to form an effective docking in theoretical knowledge and specific practice. And can deepen the theoretical course knowledge. In addition, university innovation and entrepreneurship education alone is not enough for the teaching of the first class. It must be supplemented by the second class of the second class with rich innovation and entrepreneurship activities. Korean colleges

Use rich campus innovation and entrepreneurship activities to allow students to form specific ideas, ideas, values, etc. in entrepreneurial practice, encourage students to establish innovative and entrepreneurial thinking methods and value orientation, encourage students to not be stubborn, publicity, bold practice, and encourage students to actively to participate in various innovation and entrepreneurship activities.

3. Specific Characteristics of Entrepreneurial Education in Korean Colleges-Myongji College as an Example

South Korea Myongji College was established in 1974, with 1100 teachers, 230 staff members, and 13,000 students. Knowing that the 2010 KS-SQI (South Korea Service Quality Index) was evaluated as the first place (3 years) in the field of 2010 KS-SQI (Korean Service Quality Index), which was evaluated by the South Korean Standard Association and the Central Daily, and was selected as Seoul Special Municipal Machu Youth The cultivation hall, the Machu Youth Culture House of Mapu District, and the Seoul Special Municipal Municipal Municipal Knowledge Detox Poison Prevention Treatment Center, Jinhua Kindergarten in Ximong Gate District, and Peach Blossom Kindergarten, Machu District, commissioned education organs. Selected as the 2011 Specialist University of Education and Technology to strengthen the education power project support univer-

sity (four years), university lifelong education active support projects (three years), and the second stage of the cultivation project of the Narcological Cooperation Center.

Demand-centered education

South Korea knows that specialized university education courses are centered on enterprises and industry needs. Enterprises, schools, professors, etc. participate in the development of education courses that meet the requirements of the enterprise. (See **Figure 1** and **Figure 2**)

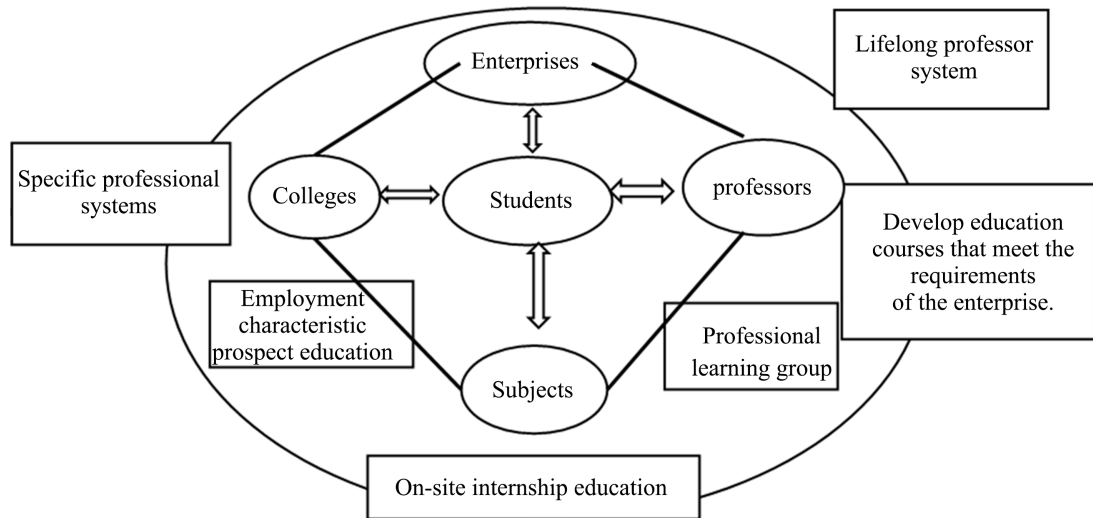


Figure 1. Entrepreneurial education course

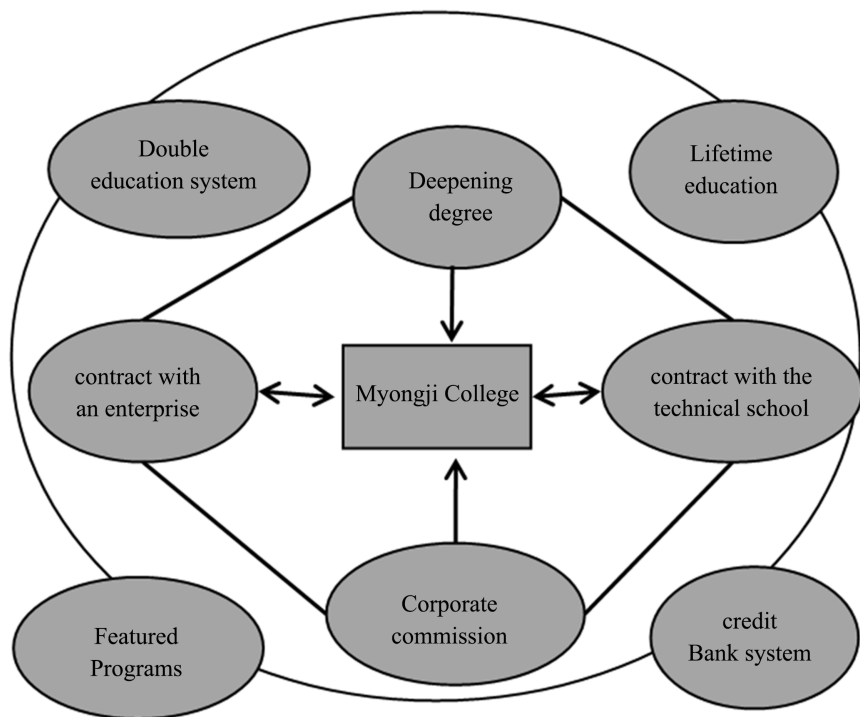


Figure 2. Operate various education courses.

Learn the role of members of the organization. The roles of members of the learning organization are divided into four types: one is the discipline group, the other is the student group, and the third is the enterprise group and the family company (including the company that hopes to technical guidance to operate the business consultation, the company that hopes to improve the ability of the staff and the education of education and the required talents who require outstanding talents Enterprise), the discipline group plays the role of on-site internships, overseas internships, higher design and recommendation employment on the student group; the student group has in turn strengthens the professional forces of the subject group; Consultation; the role of the enterprise group on the discipline group is to provide dynamic information, commission technical development, and entrust manpower development; the student group can send internship students, recommend outstanding talents to the family company; in turn of the family company can evaluate internship students and recruit outstanding talents; students The group and enterprise group can achieve the two-way purpose of student and enterprise connection, and corporate leaders to play the role of mentors: discipline groups and family enterprises have achieved the role of communicating talents to cultivate talents.

Established as an industry-academia cooperation agreement for operation and learning organization. Manage the family company by Myongji College HAPPYCALL Center is well-known. In 2004, the Ministry of Education Human Resources was introduced as a characteristic cause, obtained a patent of the new industry-academia cooperation model, and formed an enterprise-centered order-based industry-academia model. Establish a production-academia cooperation model at the HAAPYCALL center. By Myongji College of the HAPPYCALL Center (MJHELP.NET) of the Industry and Provide, the new concept industry-academia cooperation system that is based on the excellent industry-academia cooperation network with a special university-centered on demanders-knowing industry and academic cooperation system Happy Call Center. Establishing a strategy of industry-academia cooperation with the National Industrial Park. Cultivate information and communication, digital content industries and education, international business and financial industries, medical, law, advertising and other high-value-added knowledge.

Myongji College has established adjacent core force industry bases, promoted results and effects, and connected with the National Industrial Park to conduct on-site internships and hold an internship expo. Centered on the family company of the Jiu Lao Digital Park, holding a university to find an on-site internship and internship expo for the company. Provide corporate people with the opportunity to pipeline time, introduce companies, and select outstanding talents. Provide students with opportunities to prepare employment for employment, experience industrial parks, and perform experiences similar to employment. Enterprises can ensure outstanding talents; provide students with opportunities for on-site internships in excellent enterprises. As enterprises and students can take root. Activate a professional-centric family company system.

1) Inherit the development of the patent model of the development of the industry-academia cooperation system-knowing the way of corporate membership operation of the HAPPY CALL Center. In 2004, it was a patent for the original model of industry-academia cooperation. Professional-centric family company operates OFT (One Professor Ten Students) form. The project and support enterprise of the Industrial Cooperation Center University centered on the Micro-lived family company. 2) Operating the family company agreement. Due to the support of the enterprise-centered family company agreement, from the original university-centered family company operating system to the enterprise-centric family company operation system, the family company achievement exhibition conference, industry-academia cooperation, etc.

4. Revelation of Entrepreneurial Education in Korean Universities

Higher vocational education is a high-level technical application talent that cultivates professional skills, complies with vocational service specifications, and can work in the front line of production. It is a non-academic higher education. It is characterized by technical and practicality. Essence In the spirit of the No. 16 Document of the Ministry of Education, it is pointed out that as a type of higher education as a type of higher education, high-skilled talents are needed to cultivate high-skilled talents in production, construction, service and management, and accelerate the modernization of socialist modernization in my country in China The construction process has an irreplaceable effect. Therefore, higher vocational education talents should be different from the talents at the level of general higher education classmates in terms of knowledge structure and ability structure. Compared with ordinary higher education students, they should pay more attention to mastering appliances. Basic theoretical knowledge, and practical talents with strong practical ability, is a middle and senior technical personnel who can turn all kinds of ideas and ideas into reality and transform theoretical knowledge into practical applications. The development of innovative and entrepreneurial education in Korean universities has been an important inspiration for the reform and practice of innovation and entrepreneurship education in my country and other universities.

4.1. New Height of Entrepreneurial Education to Improve Quality Education

Innovation and entrepreneurial education is a hot research issue in the field of higher education. As a current educational concept and educational form, it is profoundly affecting the comprehensive reform of higher education. Quality education refers to education that is developed within the scope of all students to promote students' comprehensive development and free development of individual personality. At present, colleges and universities have gradually realized the important role of innovation and entrepreneurial education in talent training, incorporating innovation and entrepreneurial education into conventional

teaching, regarding entrepreneurial education as quality education for all students, and improving the comprehensive quality of students. This reform measure is consistent with the quality education of entrepreneurial education in colleges and universities with the improvement of students' innovative thinking.

4.2. Integration and Completion of Entrepreneurial Education Resources in Higher Vocational Colleges

Comprehensive integration from management agencies, teachers and curriculum resources to improve. Innovative and entrepreneurial education in higher vocational colleges involves many aspects. It is necessary to ensure the smooth development of various tasks by building an orderly and unobstructed management architecture. The institutions established in Korean higher vocational colleges include special management institutions such as Innovation and Entrepreneurship Education Center and Entrepreneurship Service Center. They are mainly responsible for teaching research and curriculum services for entrepreneurial education. The entrepreneurial education of higher vocational colleges in my country is cooperated with multiple departments, and there is a barrier to communicate to a certain extent. Therefore, Chinese universities should accelerate the establishment of special entities such as the Innovation and Entrepreneurship Education Center. On the basis of this, the integration of entrepreneurial education resources to promote the effective development of various tasks of innovation and entrepreneurship education.

4.3. School-Enterprise Cooperation, the Inexhaustible Motivation for Entrepreneurial Education in Industry, University and Research

Innovative and entrepreneurial education in higher vocational colleges requires school-enterprise cooperation, and universities need to actively establish cooperative relationships with the government and enterprises to obtain more external resources. South Korea's entrepreneurial education has achieved the development system of entrepreneurial education led by the government, university-led, and industry-promoted. The government provides relevant policies and regulations for colleges and universities to ensure the implementation of innovation and entrepreneurship education, universities to transport talents in enterprises and industries, and provide technical and consulting services. At the same time, related enterprises provide universities with a platform for innovation and entrepreneurship education. Government, universities, and enterprises are coordinated to jointly promote the sustainable development of innovation and entrepreneurship education. Therefore, universities need to make full use of external resources such as policy systems and education internship platforms and maximize the role of government and enterprises in order to ensure the sustainable development of innovation and entrepreneurship education in colleges and universities.

5. Conclusions

Entrepreneurship education in higher education in my country starts late, and there are still many insufficiencies, and it is necessary to focus on promoting innovation and entrepreneurial education. Therefore, based on its own reality, my country's universities should dialectically absorb the experience of innovation and entrepreneurship education in Korean higher vocational colleges, and Liu, H. J. and Tang, Y. Q. (2023) [7] suggested that we should combine their own actual situation to reform and innovate, thereby serving the development of the country and society.

This study starts from the aspect of "Korean Universities Innovation and Entrepreneurship Research". It focuses on the cultivation of college students' innovation and entrepreneurship awareness and spirit. It also studies the entrepreneurial education system and implementation path. And how to stimulate the enthusiasm of college students' entrepreneurship for innovation and entrepreneurship education in my country, and how the government provides more support for innovation and entrepreneurship to provide policy reference.

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Conflicts of Interest

The author declares no conflicts of interest.

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