

Rural revitalization strategy towards common prosperity: a study on the training model of innovative and entrepreneurial talents in business

Yanru Chen *, Tingyu Chen

Wenzhou Polytechnic, Wenzhou, China

* Corresponding author: Yanru Chen

Abstract

Driven by the dual forces of common destiny and rural revitalization, the cultivation of business talents faces new opportunities and challenges. Based on the theories of innovation and entrepreneurship education, shared development, and rural revitalization, this paper proposes a set of business innovation and entrepreneurship models for rural revitalization in Pakistan that "empower common trade". This model relies on policy-driven, industry-education integration, digital empowerment, and diversified evaluation mechanisms to help college business majors accurately meet rural needs and cultivate students with social responsibility. Research shows that this model provides an effective bridge between business education and rural industrial construction, which not only provides vitality for rural economic transformation but also provides a reliable basis for the benign reform of governments, enterprises, and universities. Focusing on the in-depth promotion of the concept of common happiness and the rural revitalization strategy, the promotion of related practices will be conducive to cultivating more high-quality business talents and providing complete intellectual support for regional economic and social development.

Keywords

Common prosperity; rural revitalization; business; innovation and entrepreneurship education; talent cultivation.

1. Introduction

The training objectives of innovative and entrepreneurial talents in business should be closely connected with the actual needs of regional economic, scientific technological, and social development, and should always be combined with local economic and social development and focus on the changing industrial needs. With the evolution of the macroeconomic environment, the quantity and structure of talent demand will also be adjusted accordingly, which will encourage colleges and universities to reposition talent training goals and reform talent training models (Brown, P., & Tannock, S. 2009). At present, China's economy is in a critical period of transformation from old to new drivers and industrial upgrading. To achieve the grand goals of national prosperity, national rejuvenation, and people's happiness, rural revitalization urgently needs a large number of high-quality talents with innovative and entrepreneurial capabilities.

Therefore, higher vocational colleges must update their educational concepts, change traditional educational thinking, focus on cultivating students' innovative spirit and strengthening entrepreneurial awareness, focus on deepening the reform of talent training models and promoting the training of innovative talents, comprehensively promote the innovative and entrepreneurial education of business talents, and further improve the quality of talent training. With the deepening of my country's reform and opening up and the vigorous

development of the economy, the annual growth rate and average growth rate of the tertiary industry are higher than those of the primary and secondary industries, and the social demand for talents in the business field continues to rise. Therefore, higher vocational colleges should accelerate the construction of a talent training model for innovative and entrepreneurial talents in business to better meet the strong demand for high-quality business talents in economic and social development(Lv, M., Zhang, H., Georgescu, P., Li, T., & Zhang, B. 2022).

2. Determine the training objectives for innovative and entrepreneurial talents in business.

When formulating the training objectives for innovative and entrepreneurial talents in business, the first thing to do is to cultivate students' innovative spirit, entrepreneurial awareness, and innovative and entrepreneurial ability as the core orientation, and use innovative spirit and entrepreneurial awareness as the forerunner and driving force of practical activities. Only by allowing students to dare to break through and take risks in their thinking can they constantly try new ideas and methods in the process of project planning and implementation, thereby stimulating potential creativity and execution. To help students adapt to social needs as soon as possible, schools should focus on the cultivation and training of creative thinking in curriculum settings and teaching methods, adopt diversified teaching methods such as case teaching, project-based learning, and interdisciplinary integration, and enrich the authenticity and diversity of learning scenarios. In this process, teachers should not only play the role of knowledge imparters but also take the initiative to become instructors and collaborators of students' learning and practice and provide students with more exploration opportunities and feedback support. At the same time, it is crucial to give full play to the subject status of students. In the classroom and practical activities, students should be encouraged to actively put forward unique insights, organize and guide them to communicate and collide in teamwork and form a good atmosphere of mutual help and learning. To better meet the needs of the times and regional economic development, when positioning the innovation and entrepreneurship goals of business talents, higher vocational colleges should closely combine the actual conditions of local government departments and enterprises, deeply understand the regional industrial characteristics and policy environment, and jointly plan and improve talent training programs through government-school-enterprise collaboration. This will not only allow students to be exposed to real industry problems during the learning stage, but also closely connect teaching results with local economic and social development, cultivate business innovation and entrepreneurship talents with creative personality, outstanding practical ability, and high social adaptability, and lay a solid foundation for future career development and local industrial upgrading.

3. Taking into account the development of local characteristics and building a team of high-quality talents in the new era

In the context of "empowering common prosperity" being deeply integrated into the rural revitalization strategy, higher vocational colleges should not only focus on the quality of cultivating innovative and entrepreneurial talents in business, but also effectively transform the training results into the school's "new business" characteristics, and contribute high-quality talents and intellectual support to local economic and social development. Specifically, local higher vocational schools should closely combine the overall goals and industrial characteristics of local economic development, and reflect flexibility and diversity in setting up business majors and directions(Bramwell, A., & Wolfe, D. A. 2008). For example, higher vocational colleges in relatively developed industrial areas can accurately meet the needs of local industrial structure upgrades, integrate industrial service management-related courses

into majors such as marketing, financial management, and supply chain management, and focus on cultivating top talents who can provide precise solutions for industrial enterprises and master digital management and information technology applications, thereby providing continuous talent support and technical empowerment for the "Strong Industrial Action". At the same time, schools can carry out in-depth cooperation with industrial parks, leading enterprises, or government departments to jointly build an "industry-education integration" training base, so that students can gain practical experience and exercise innovative thinking in real industrial scenarios.

For higher vocational colleges located in the central and western regions, due to the particularity of their geographical and industrial structure, they need to combine the actual needs of local agriculture, cultural tourism, deep processing of agricultural and sideline products, and cold chain logistics, and fully tap local resource endowments to cultivate multi-field business talents with innovative spirit and practical ability. For example, targeted courses or directions such as "rural digital management", "agricultural e-commerce operation", and "cold chain logistics management" can be set up in business majors, so that students can deeply learn the knowledge of the entire industrial chain such as agricultural product production, packaging, sales, and logistics during their school years. At the same time, with the help of school-enterprise cooperation projects, professional theories are closely integrated with rural industrial practices to enhance students' understanding and ability to solve the pain points of rural economic development(Watters, J., Pillay, H., & Flynn, M. 2016).

In summary, the cultivation of innovative and entrepreneurial talents in business that empowers common prosperity and integrates into the rural revitalization strategy should always be based on the actual needs of local economic development, and should not only capture various opportunities under the current background of industrial transformation and upgrading, but also focus on the long-term goal of sustainable development. In this process, higher vocational colleges play a key role as an intellectual "incubator". Through scientifically setting up majors, deepening the integration of industry and education, and strengthening innovation and entrepreneurship education, they continuously output high-quality talents for the diversified development of local society and economy. Only in this way can we continuously consolidate the endogenous driving force of local economic development and help achieve the grand goal of urban-rural integration and common prosperity.

4. Establish professional and course-setting mechanisms.

In the process of "empowering common prosperity" deeply integrated into the rural revitalization strategy, the professional and curriculum setting of business innovation and entrepreneurship talent training is a systematic and highly complex educational practice activity. To better adapt to the ever-changing talent market needs, higher vocational colleges, and related educational institutions must actively explore new reform paths and guide the dynamic adjustment of majors and courses with innovative ideas and long-term vision. The first task is to carry out scientific and systematic market structure research, obtain first-hand information on industry upgrades, corporate needs, and social employment trends through research, and formulate more targeted training goals and teaching content in combination with the actual situation of local economic and industrial development. At the same time, government departments should play a leading and regulatory role at the macro level, introduce corresponding policies and measures, and provide support and incentives for cooperation between schools and enterprises(O'Connor, A. 2013). Enterprises play the role of practice carriers and technological frontier observers, using industry experience and resource advantages to provide real project cases and job orientations for talent training and ensure that the content of talent training is closely connected with the actual development of the industry.

To truly realize the new pattern of education governance promoted by the three parties of government, school, and society, the key lies in establishing a more pragmatic and efficient joint training mechanism through models such as "introducing enterprises into schools". On the one hand, colleges and universities can invite local leading enterprises or relevant social organizations to station on campus, jointly build a joint training base for business talents and an innovation and entrepreneurship platform, and provide students with a learning environment and practical training opportunities close to real business scenarios; on the other hand, schools need to continuously improve their majors and curriculum systems with a development perspective, and iterate and update from course objectives, teaching methods to evaluation mechanisms. To this end, entrepreneurial practice courses can be opened based on traditional majors, and the reform of characteristic courses can be strengthened. Through project-based, case-based teaching, action learning, and other methods, students' innovative thinking and entrepreneurial awareness can be strengthened to help them master cutting-edge industrial skills and market sense while in school. Finally, the professional structure should be continuously optimized and adjusted, and in combination with the needs of local economic transformation and industrial upgrading, disciplines that are highly consistent with local dominant industries or emerging fields should be added promptly. Through this multi-party collaboration, local conditions, and constantly evolving training system, business innovation and entrepreneurship education can better meet the actual demands of rural revitalization and common prosperity, and comprehensively improve the quality and efficiency of talent training.

5. Accelerate the construction of internship and training bases.

In the process of cultivating high-quality business innovation and entrepreneurship talents, accelerating the construction of internship training bases is not only an important link for the deep integration of theory and practice but also a core guarantee for providing students with practical ability training and innovative thinking training. To this end, higher vocational education institutions should actively follow the principle of diversified construction subjects, and work with enterprises, scientific research institutions, and social organizations to jointly explore new construction mechanisms for productive training bases inside and outside the school. On the one hand, by the guiding ideology of "comprehensive planning, mutual benefit, reasonable setting, comprehensive openness, and resource sharing", by establishing a long-term and stable school-enterprise cooperation relationship, the teaching links can be closely combined with the real production and operation environment of the enterprise, so that students can acquire practical skills and industry insights in the process of "learning by doing and learning by doing"; on the other hand, enterprises, industry associations, government departments, and colleges should be encouraged to jointly participate in the planning and management of the base, give full play to the advantages of multiple subjects in financial support, professional guidance, technical equipment, and market information, and create more complete comprehensive training conditions for students.

In the specific implementation process, higher vocational colleges can also actively promote the new cooperation model of "introducing enterprises into schools" or "collaboration between schools and enterprises", directly introduce enterprises and institutions related to the majors into the campus or build a joint training platform in the enterprise, so that students can conduct productive training and on-the-job internships in a quasi-professional environment. This will not only enable students to transform theoretical knowledge into operational skills on time, but also allow enterprises to directly participate in the talent training process, and provide real-time feedback on employment needs and industry dynamics, thereby achieving a benign interaction between supply and demand. At the same time, colleges and universities should continue to innovate in management and assessment mechanisms, and help students establish

sound problem-solving skills, teamwork skills, and innovation awareness through multiple means such as project-driven, teamwork, and case teaching. Only by constantly improving the construction ideas and operation models of internship and training bases can we lay a solid foundation for cultivating cross-century innovative talents and lay a solid professional and practical foundation for them to enter society, serve the local economy, and rural revitalization.

6. Create an innovative cultural atmosphere and strengthen innovation awareness.

In the process of vocational colleges' commitment to cultivating innovative and entrepreneurial talents in business, cultural influence can play a far-reaching and indispensable role (Marope, P. T. M., Chakroun, B., & Holmes, K. P. 2015). As an important cornerstone of talent cultivation, the construction of campus culture is not only limited to the ideological level but also reflected in the cultivation of students' innovative thinking and humanistic feelings. To this end, vocational colleges should be guided by the innovative spirit and culture, and focus on implementing the people-oriented education concept into all aspects of teaching and management, to create a humanistic environment for students that inspires imagination and breeds creative inspiration. Specifically, we must first insist on stimulating students' innovative thinking and cultivating students' humanistic spirit as the basic goal of running a school, and by adding more inspiring and creative elements in the course content, teaching methods, and extracurricular activities, let students be baptized by multicultural interaction and experience. The shaping of such culture is inseparable from the overall improvement of the hardware and software conditions in various parts of the campus: on the one hand, by holding interdisciplinary forums, entrepreneurship salons, cultural festivals, and other activities, we can provide students with a platform to display and exchange ideas; on the other hand, we should accelerate the pace of material civilization construction, provide students with a beautiful learning and living environment, and increase investment in hardware facilities (such as libraries, innovation laboratories, maker spaces, etc.). These measures can not only meet students' spiritual and cultural needs, but also greatly enhance their interest and concentration in innovation and entrepreneurship, and promote them to form a broader vision and way of thinking.

At the same time, higher vocational colleges should strive to create a diverse and inclusive cultural atmosphere, and encourage deeper interaction and cooperation between teachers and students, and between teachers and students and society. Especially in the field of business innovation and entrepreneurship, students can participate in real projects, interdisciplinary topics, or public welfare practice activities, so that they can experience the real state of corporate operations and market competition during their school years, and constantly think, communicate and innovate in the process. By practicing the concept of "student-centered" and making simultaneous efforts in both material and cultural environments, we can gradually create a campus cultural ecology that is conducive to the growth of independent innovative talents, so that future business talents have both solid professional qualities and rich humanistic care and a strong sense of social responsibility, providing more lasting intellectual support and cultural power for rural revitalization and common prosperity.

7. Focus on the construction of a high-level "dual-qualified" teaching team and cultivate innovative teachers

In the process of vocational colleges being committed to cultivating innovative technical and skilled talents and promoting the deepening of teaching reform, the teaching team plays an irreplaceable core role (Stoyanets, N., Zhao, H., & Li, G. 2020). Especially in the context of emphasizing the integration of industry and education and innovative and entrepreneurial

education, the growth rate of the number of "dual-qualified" teachers and the level of overall quality improvement has a direct and far-reaching impact on the cultivation of students' innovative ability and practical skills. Only when vocational colleges have a teaching team with a solid professional theoretical foundation rich practical experience and a spirit of teaching innovation can the goal of cultivating innovative and entrepreneurial talents be effectively achieved.

Therefore, the systematic research and reform of innovative teacher education should be further strengthened. First of all, vocational colleges should establish a set of scientific and perfect institutional systems to fully support and encourage teachers to explore boldly in teaching and practice, so that more outstanding teachers who are good at thinking and dare to try can stand out. Specifically, a teacher learning and communication platform can be built through multiple channels, such as holding teacher training courses, forming a joint school-enterprise mentor team, and conducting corporate study tours or industry training, so that teachers can keep abreast of cutting-edge industry trends and advanced educational concepts, and form a unique teaching style in the exchange and collision with industry experts and social practitioners.

Secondly, efforts should be made to stimulate teachers' internal motivation for learning, and "continuous further study" and "self-improvement" should be integrated into teachers' career development plans. Vocational colleges can give preference and incentives in the aspects of research, achievement transformation, performance evaluation, and professional title promotion, to encourage teachers to continuously improve their professional knowledge, update teaching methods, and try diversified evaluation models. Through continuous exploration of teaching reform and technology application, teachers can not only create a curriculum system that meets the needs of the industry, but also focus on the cultivation of students' innovative ability, and use project-based teaching, case teaching, action learning, and other methods in the actual teaching process to guide students to experience the process of exploration and practice in real or simulated professional situations.

In short, the dual responsibilities of cultivating innovative technical and skilled talents and promoting teaching reform undertaken by higher vocational education make the professional advancement and model innovation of the teaching staff the key to improving students' innovative and entrepreneurial capabilities. Only by strengthening the construction of the teaching staff, improving the incentive mechanism, and enriching professional training and further study channels can higher vocational colleges create a more diverse and higher-quality teaching environment for students, and continuously supply high-quality talents with innovative thinking and practical skills to the society, thereby helping the transformation and upgrading of the regional economy and the sustainable development of the industry.

8. Conclusion:

In summary, to deeply integrate the concept of "empowering common prosperity" into the business innovation and entrepreneurship talent training model in the rural revitalization strategy, it is necessary to closely focus on the actual needs of local economic development and follow the basic principles of sustainable development of the local economy. In the specific implementation process, it is necessary to combine the unique local resource endowment, entrepreneurial policy advantages potential business opportunities, and other multiple factors to conduct a comprehensive analysis and prediction to ensure that the goals, content, and form of talent training are highly consistent with the direction of local economic transformation and upgrading.

On the one hand, local governments, universities, and industrial departments need to jointly establish a strategic layout for talent priority development. We can increase support for the

training of innovative and entrepreneurial talents by improving fiscal support policies, optimizing industrial structure, and improving the industry-university-research cooperation platform so that universities can continuously innovate and upgrade in curriculum setting, scientific research projects, practical teaching, and other aspects, and build a business talent training system that is closely connected with industrial needs. On the other hand, higher vocational colleges and applied undergraduate colleges should take "retaining and using" as the training orientation, and combine students' teaching during school with local enterprises, cooperatives, and government projects, so that they can have a deeper understanding and recognition of local economic characteristics, market environment and social culture, thereby enhancing their willingness and effectiveness in local employment or entrepreneurship after graduation.

At the same time, colleges and universities should also take the initiative to connect with relevant policies and resources for rural revitalization, build multi-level platforms such as maker spaces, training bases, and innovation and entrepreneurship incubators, and provide students with comprehensive guarantees for practical operations and resource docking. Through exploration and training in real business scenarios, students can not only fully apply their professional knowledge to project practice, but also identify and tap the potential value of rural industries, injecting new momentum into local economic and social development. In this process, actively promote the long-term aggregation and co-creation of talents, technology, and funds in the local area, bring new management concepts and innovative vitality to local enterprises, and help industrial upgrading and value enhancement. Only through the joint efforts of multiple parties and overall planning can we truly cultivate a team of innovative and entrepreneurial talents who have both modern business vision and a deep understanding of the local industrial ecology, provide lasting talent guarantee and intellectual support for rural revitalization, and make the concept of common prosperity landed at a deep level in regional economic and social development.

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