

# Construction and Practice of an Innovation and Entrepreneurship Education Model for Art Vocational College Students Oriented by Moral Education and Talent Cultivation

Lijie Duan

Wenzhou Polytechnic, Wenzhou, China

## Abstract

Vocational education in the new era takes moral education and talent cultivation as its fundamental task. As an important position for cultivating talents in the cultural and creative industry, art vocational colleges must adhere to the unity of value guidance and ability cultivation in their innovation and entrepreneurship education. At present, some art vocational colleges face problems such as the disconnection between innovation and entrepreneurship education and ideological and political education, overemphasis on skills over literacy, competition over education, and results over process, making talent cultivation unable to meet the requirements of the new era. Guided by moral education and talent cultivation, this paper uses the methods of literature research, investigation and research, practice summary and case analysis to define core concepts, sort out theoretical foundations, analyze the practical predicaments of innovation and entrepreneurship education in art vocational colleges, construct a five-in-one education model of "Goal-Curriculum-Practice-Teachers-Evaluation", and conduct practical verification. The research shows that integrating value guidance, professional ethics and social responsibility into the whole process of innovation and entrepreneurship can effectively improve students' ideological literacy, innovative spirit, practical ability and employment quality; the constructed model has a complete system, clear paths, and is implementable and promotable, which can provide theoretical reference and practical paradigm for art vocational colleges to deepen education reform.

## Keywords

Moral Education and Talent Cultivation; Art Vocational Colleges; Innovation and Entrepreneurship Education; Education Model; Curriculum-Based Ideological and Political Education.

## 1. Introduction

### 1.1. Research Background

Against the background of the country vigorously promoting the high-quality development of vocational education and implementing the fundamental task of "moral education and talent cultivation"[5], art vocational education undertakes the important mission of cultivating high-quality artistic technical and skilled talents, serving the development of the cultural and creative industry, and inheriting excellent traditional Chinese culture. With the transformation of the social and economic structure and the rapid development of the cultural industry, the market's demand for artistic talents has shifted from pure technical talents to comprehensive talents with innovative ability, professional level, professional ethics and social responsibility.

At the same time, the country attaches great importance to the in-depth integration of innovation and entrepreneurship education with ideological and political education and professional education, and clearly requires that value guidance run through the entire process of talent cultivation[3]. Art vocational college students are active in thinking, strong in artistic

perception and outstanding in practical ability, but some students still have deficiencies in cultural foundation, self-management, career planning, team cooperation and social responsibility. At present, many art vocational colleges still have obvious problems in innovation and entrepreneurship education: overemphasizing skill training over value guidance; competition results over literacy cultivation; theoretical teaching over practical application; the disconnection between ideological and political education, professional education and innovation and entrepreneurship education fails to form a joint force for collaborative education, making it difficult to truly achieve the goal of "cultivating talents for the Party and the country"[6][14].

Based on this, it is of great practical significance and practical value to systematically construct a scientific, reasonable, implementable and promotable innovation and entrepreneurship education model based on the school-running orientation and student characteristics of art vocational colleges, with moral education and talent cultivation as the fundamental guidance.

## **1.2. Research Significance**

### **1.2.1. Theoretical Significance**

This study organically combines the concept of moral education and talent cultivation with the innovation and entrepreneurship education of art vocational colleges, further enriches the theoretical system of vocational education[4], deepens the theoretical connotation of the integration of ideological and political education, professional education and innovation and entrepreneurship education[7], provides theoretical support for the reform of talent training models in art vocational colleges, makes up for the deficiency of "inadequate combination of value guidance and practical models" in current research, and provides new ideas and perspectives for similar research.

### **1.2.2. Practical Significance**

Based on the professional characteristics of art vocational colleges and the development needs of students, this study constructs a systematic and operable innovation and entrepreneurship education model, which can provide direct reference for colleges to optimize talent training programs, restructure curriculum systems, build practical platforms and improve evaluation mechanisms. Through practical application, it can effectively improve students' ideological and moral literacy, innovative spirit, entrepreneurial ability and professional competitiveness, promote high-quality employment and sustainable development of students, and at the same time enhance the school's running level and social service capacity[12].

## **1.3. Research Status at Home and Abroad**

### **1.3.1. Domestic Research Status**

Domestic scholars have formed many research results in the fields of moral education and talent cultivation, innovation and entrepreneurship education, and art vocational education. In terms of moral education and talent cultivation, research mostly focuses on connotation interpretation, curriculum-based ideological and political education construction and education path exploration[5][13]; in terms of innovation and entrepreneurship education, research mainly focuses on training systems, practical platforms, teaching staff and evaluation mechanisms[7][15]; in the field of art vocational education, research mostly pays attention to professional construction, industry-education integration, skill teaching and connection with the cultural and creative industry[8][10].

However, on the whole, research that takes moral education and talent cultivation as the core guidance, is specially aimed at art vocational college students, and systematically constructs and practically verifies an innovation and entrepreneurship education model is still relatively insufficient, with problems such as more theoretical discussions than practical implementation, more macro discussions than strong pertinence[10].

### 1.3.2. Foreign Research Status

Foreign art colleges and vocational colleges generally attach importance to the cultivation of students' innovative ability and comprehensive literacy, widely adopt teaching models such as studio system, project-based learning and enterprise real project-driven, and have accumulated mature experience in school-enterprise collaborative education, practical platform construction and personalized guidance. However, due to the great differences in education system, cultural background and talent training orientation from China, the relevant models cannot be directly copied, and need to be localized and innovated in combination with China's national conditions and the fundamental task of moral education and talent cultivation[4][6].

### 1.3.3. Research Review

From the comprehensive domestic and foreign research, it can be seen that the integration of moral education and talent cultivation with innovation and entrepreneurship education has become an important trend in the development of vocational education, but the research on the education model for the specific group of art vocational college students, with value guidance as the core and both systematicness and practicality, still needs to be deepened. This study takes this as the starting point to carry out model construction and practical exploration, which has strong pertinence and research space.

## 1.4. Research Content and Ideas

### 1.4.1. Research Content

- (1) Define core concepts such as moral education and talent cultivation, art vocational colleges and innovation and entrepreneurship education, and analyze the internal logical relationship among the three.
- (2) Investigate and analyze the current situation, existing problems and causes of innovation and entrepreneurship education in art vocational colleges.
- (3) Construct an innovation and entrepreneurship education model for art vocational college students oriented by moral education and talent cultivation, including five systems: goal, curriculum, practice, teachers and evaluation.
- (4) Carry out practical application relying on relevant majors, and summarize the implementation effects, existing problems and improvement strategies.
- (5) Put forward countermeasures and future prospects for improving the innovation and entrepreneurship education model of art vocational colleges.

### 1.4.2. Research Ideas

This study is carried out in accordance with the idea of "theoretical foundation - current situation analysis - model construction - practical verification - summary and promotion". First, sort out the theoretical foundation through literature research; second, grasp the practical problems through investigation and analysis; on this basis, construct a systematic education model; then carry out practical application and verify the effects; finally, summarize the research conclusions and put forward deficiencies and prospects[11].

## 1.5. Research Methods

- (1) Literature research method: By consulting national policy documents, academic monographs, journal papers, etc., sort out relevant theoretical results and research status to provide theoretical support for the research[1][2].
- (2) Investigation and research method: Through questionnaires, interviews and other methods, understand the current situation of innovation and entrepreneurship education in art vocational colleges, students' needs and existing problems, and enhance the practical pertinence of the research.

(3) Case analysis method: Combine the practical cases of art vocational colleges, summarize experiences and deficiencies, and provide practical basis for model construction.

(4) Practice summary method: Apply the constructed education model to the actual teaching process, track the implementation process, summarize the practical effects and continuously optimize and improve it[11].

## **1.6. Research Innovations**

(1) Perspective innovation: Highlight the core guidance of moral education and talent cultivation, integrate value guidance into the entire process of innovation and entrepreneurship education, and realize "cultivating innovation with morality and cultivating morality with innovation"[5][6].

(2) Model innovation: Construct a five-in-one education model of "Goal-Curriculum-Practice-Teachers-Evaluation" suitable for the characteristics of art vocational colleges, with a complete system and strong pertinence.

(3) Practical innovation: Based on the characteristics of art majors, strengthen practical paths such as studio system, project-driven, cultural and creative services and social dedication, making the model operable and promotable[8][9].

## **2. Definition of Related Concepts and Theoretical Foundation**

### **2.1. Definition of Core Concepts**

#### **2.1.1. Moral Education and Talent Cultivation**

"Moral education and talent cultivation" is the fundamental task of China's education, whose core lies in morality first and education oriented to people[5]. "Establishing morality" emphasizes cultivating students' correct outlook on the world, life and values, and shaping good moral character, professional ethics, social responsibility and feelings for the country; "Cultivating talents" emphasizes promoting the all-round development of students and realizing the trinity education goal of value shaping, ability cultivation and knowledge imparting. In art vocational education, moral education and talent cultivation not only require students to abide by social morality and professional norms, but also establish cultural confidence, aesthetic taste and artistic responsibility, and adhere to educating people with beauty and culture[13].

#### **2.1.2. Art Vocational College Students**

Art vocational college students are a youth group with both artistic characteristics and professional orientation, mainly showing the following characteristics:

(1) Strong artistic perception, active thinking, rich imagination, outstanding practical ability, and high interest in project creation, visual expression and skill operation learning;

(2) Relatively weak cultural foundation, insufficient initiative in theoretical learning, and to-be-improved self-management and career planning abilities;

(3) Distinct personality, emphasis on self-expression, but need further guidance in team cooperation, sense of responsibility and rule awareness;

(4) Most career goals are oriented to cultural and creative design, digital media, film and television performance, environmental art and other fields, with a strong demand for innovation and entrepreneurship practice[8][10].

#### **2.1.3. Innovation and Entrepreneurship Education**

Innovation and entrepreneurship education is a quality-oriented education centered on cultivating students' innovative spirit, entrepreneurial awareness, creative ability and practical ability. It is not simply to cultivate entrepreneurs, but to face all students and integrate into the entire process of talent cultivation. Its goal is to improve students' problem-solving ability,

team cooperation ability, market adaptability and sustainable development ability, emphasize the in-depth integration with professional education, ideological and political education and practical education, and ultimately realize the integration of moral and technical education and all-round development[7][15].

#### **2.1.4. Innovation and Entrepreneurship Education Model from the Perspective of Moral Education and Talent Cultivation**

The innovation and entrepreneurship education model for art vocational college students oriented by moral education and talent cultivation refers to integrating value guidance, moral shaping and professional ethics education into the entire process of goals, curricula, practice, teachers and evaluation of innovation and entrepreneurship education, and constructing a systematic education system of value guidance + ability cultivation + practical support + literacy improvement, so as to realize "cultivating innovation with morality, cultivating morality with innovation, and integrating art and innovation", and cultivate high-quality artistic technical and skilled talents with both moral and academic integrity[6][9].

## **2.2. Theoretical Foundation**

### **2.2.1. Humanistic Education Theory**

Humanistic education theory emphasizes student-centeredness, respects students' individual differences and development needs, and pays attention to the cultivation of students' emotions, attitudes and values. This theory provides an important basis for this study: the innovation and entrepreneurship education of art vocational colleges must fit the characteristics of students, respect the laws of artistic creation and students' development demands, highlight subjectivity, practicality and personalization, and promote the all-round and personalized development of students.

### **2.2.2. Collaborative Education Theory**

Collaborative education theory emphasizes the organic linkage and concerted development of education subjects, education contents and education fields. In this study, it is reflected in the in-depth integration of ideological and political education, professional education and innovation and entrepreneurship education, the joint participation of schools, enterprises and society, the formation of curriculum coordination, practice coordination, teacher coordination and evaluation coordination, breaking the disconnection of all links and improving the overall efficiency of education[9].

### **2.2.3. Competency-Based Education Theory**

Competency-based education is one of the core theories of vocational education, which emphasizes taking the cultivation of professional ability as the core and highlighting practice orientation, post orientation and task orientation. The innovation and entrepreneurship education of art vocational colleges must be based on the needs of artistic professional posts, take project training, practical operation and real tasks as carriers, improve students' professional skills, innovative ability and professional adaptability, and realize the transformation from "knowledge imparting" to "ability cultivation"[4][12].

### **2.2.4. The Concept of "Three All-round Education"**

"Three All-round Education" refers to education by all staff, through the entire process and in all aspects, which requires that ideological and political education and value guidance run through all links, fields and stages of talent cultivation[9]. In innovation and entrepreneurship education, it requires teachers, enterprise mentors and managers to participate in education together, cover the entire process of classroom teaching, campus activities, social practice, internship and employment, integrate various education paths such as curriculum, practice, culture and management, and realize the organic unity of moral education and talent cultivation with innovation and entrepreneurship education.

## **2.3. Internal Logic of Moral Education and Talent Cultivation and Innovation and Entrepreneurship Education**

### **2.3.1. Moral Education and Talent Cultivation is the Value Soul of Innovation and Entrepreneurship Education**

Innovation and entrepreneurship education must adhere to the correct value orientation. Without moral education and talent cultivation, innovation and entrepreneurship may deviate from the direction, leading to problems such as overemphasizing skills over morality, interests over responsibility, and results over integrity. Moral education and talent cultivation determine the direction, stance and background of innovation and entrepreneurship education in art vocational colleges[5][6].

### **2.3.2. Innovation and Entrepreneurship Education is the Practical Carrier of Moral Education and Talent Cultivation**

Moral education and talent cultivation cannot stay in theoretical preaching, but need to be internalized in the heart and externalized in the action through practical activities. Innovation and entrepreneurship practice provides students with real scenarios, which can cultivate a sense of responsibility, integrity, professionalism and team awareness in project cooperation, market competition and social services, making moral education concrete and practical[7][13].

### **2.3.3. Art Majors are the Natural Field for the Integration of the Two**

Art majors emphasize creativity, aesthetics, expression and practice, which are highly consistent with innovation and entrepreneurship. Art creation itself is an innovative process, and the development of the cultural and creative industry provides a broad space for entrepreneurship. Integrating moral education and talent cultivation into art majors and innovation and entrepreneurship education can realize cultivating morality with art, promoting innovation with morality and cultivating talents with innovation, and form a characteristic education path[8].

## **3. Current Situation and Problem Analysis of Innovation and Entrepreneurship Education in Art Vocational Colleges**

### **3.1. Current Situation of Innovation and Entrepreneurship Education in Art Vocational Colleges**

In recent years, driven by the national vocational education reform and innovation and entrepreneurship education policies[2], art vocational colleges have generally strengthened their innovation and entrepreneurship education work and achieved certain results.

(1) The innovation and entrepreneurship education system has been initially established. Most art vocational colleges have incorporated innovation and entrepreneurship education into talent training programs, offering general courses on innovation and entrepreneurship, career planning and employment guidance, and some colleges have set up characteristic courses such as cultural and creative product development, design planning and new media operation combined with the characteristics of art majors[15].

(2) The innovation and entrepreneurship practice platform has been gradually built. Many colleges have built art design studios, cultural and creative incubation bases, master studios, training centers and other places to provide students with space for creation, exhibition and project practice. At the same time, they actively organize students to participate in the "Internet +" College Students' Innovation and Entrepreneurship Competition, Vocational College Skills Competition, Art Design Competition and other events, promoting learning and innovation through competitions.

(3) Industry-education integration and school-enterprise cooperation have been continuously deepened. Art vocational colleges have established cooperative relations with cultural and creative companies, design enterprises, media institutions, local cultural and tourism units, etc., introducing enterprise projects and industry mentors, carrying out on-the-job internships, order-based training and project-based teaching, and providing real scenarios and resource support for students' innovation and entrepreneurship[8][11].

(4) Students' awareness of innovation and entrepreneurship has been improved. Art vocational college students are active in thinking, strong in practical ability and rich in creativity, with a high enthusiasm for participating in innovation and entrepreneurship activities. Some students carry out entrepreneurial practices such as cultural and creative design, self-media operation, video production and small studios during school, and a number of excellent innovation and entrepreneurship cases have emerged[10].

### 3.2. Main Existing Problems

Although art vocational colleges have made certain progress in innovation and entrepreneurship education, there are still obvious shortcomings in the integration of moral education and talent cultivation, which are prominently reflected in the following aspects.

(1) Weakened value guidance, overemphasizing skill training over moral cultivation. Some colleges simply equate innovation and entrepreneurship education with skill training and competition guidance, overemphasizing professional skills, creative expression and project results, while ignoring the cultivation of ideals and beliefs, professional ethics, integrity and abiding by the law, sense of responsibility and team spirit. The phenomenon of "valuing skills over morality" and "valuing competitions over people" exists, which is inconsistent with the fundamental task of moral education and talent cultivation[5][6].

(2) Fragmented curriculum system, inadequate integration of ideological and political education, professional education and innovation and entrepreneurship education. Ideological and political courses, professional courses and innovation and entrepreneurship courses operate independently, with disjointed content and insufficient connection. Curriculum-based ideological and political education only stays on the surface, mostly simply implanting ideological and political elements, and failing to deeply combine with artistic creation and innovation and entrepreneurship practice; innovation and entrepreneurship courses are not closely combined with majors, with weak pertinence and practicality, and difficult to meet the development needs of art students[3][13].

(3) Low level of practical education and insufficient social service function. On-campus practice is mainly based on simulated projects and classroom assignments, with few real projects, commercial projects and public welfare projects; the stability of off-campus practice bases is insufficient and the depth of cooperation is not enough. Innovation and entrepreneurship activities are mostly concentrated in campuses and competitions, with less content serving local cultural construction, community art, rural revitalization and public welfare undertakings, and the moral education function of practical education has not been fully exerted.

(4) Single structure of teaching staff and insufficient compound education ability. Most professional teachers are good at art skill teaching, but lack practical experience in innovation and entrepreneurship and the ability of ideological and political education; most innovation and entrepreneurship teachers lack art professional background and are difficult to carry out guidance combined with majors; ideological and political teachers are difficult to go deep into art professional classrooms and practice links. The number of compound teachers with "ideological and political + art + innovation and entrepreneurship" abilities is insufficient and needs to be improved[7][15].

(5) Single evaluation and assessment mechanism, and the guidance of moral education and talent cultivation is not prominent. The existing evaluation mainly takes work results,

competition awards, project approval and employment rate as the main indicators, ignoring students' comprehensive quality such as ideological performance, learning attitude, cooperation spirit, sense of integrity and social responsibility. The evaluation subjects are mainly on-campus teachers, with low participation of enterprises, industries and society, making it difficult to fully reflect the education effects.

### **3.3. Analysis of the Causes of Problems**

(1) Deviation in educational philosophy. Some colleges have an inadequate understanding of the fundamental task of moral education and talent cultivation, regarding innovation and entrepreneurship education as a "second classroom" and "additional work", failing to put value guidance at the core, and overemphasizing explicit achievements over implicit education[5][14].

(2) Insufficient top-level design and overall planning. There is a lack of systematic planning for talent training programs, curriculum systems, practical teaching, teacher management, etc. Ideological and political education, professional education and innovation and entrepreneurship education belong to different departments, and the coordination mechanism is not perfect, making it difficult to form a joint force for education[9].

(3) Inadequate resource integration and guarantee. The integration of on-campus and off-campus educational resources is insufficient, and there is a lack of long-term mechanisms for school-enterprise cooperation and social services; the support for innovation and entrepreneurship funds, venues and projects is limited; the training and incentive mechanisms for teachers' education ability are not perfect, leading to insufficient motivation for integrated education[2][11].

(4) Lagging evaluation orientation and system. The existing assessment and evaluation focus on quantitative indicators such as teaching, scientific research and competitions, and the evaluation of teachers' achievements in moral education and talent cultivation, the quality of curriculum-based ideological and political education and the level of innovation and entrepreneurship education is not perfect, and the system has not given full play to its guiding role.

## **4. Construction of an Innovation and Entrepreneurship Education Model for Art Vocational College Students Oriented by Moral Education and Talent Cultivation**

### **4.1. Guiding Ideology and Basic Principles for the Construction of Education Model**

#### **4.1.1. Guiding Ideology**

Guided by the fundamental task of moral education and talent cultivation in the new era[1][4], based on the school-running orientation and talent training goals of art vocational colleges, adhere to the trinity of value shaping, ability cultivation and knowledge imparting, deeply integrate ideological and political education, professional ethics education, aesthetic literacy with innovation and entrepreneurship education, construct a systematic education model in line with the characteristics of art majors and the law of students' growth, and realize cultivating innovation with morality, educating people with art and cultivating talents with innovation.

#### **4.1.2. Construction Principles**

(1) Morality first, integration of moral and technical education: Adhere to the core position of moral education and talent cultivation, highlight value guidance, and realize the simultaneous improvement of ideological and moral literacy, professional skills and innovative ability[6].

(2) Integration of art and innovation, characteristic development: Based on the characteristics of art majors, closely combine artistic creation, aesthetic expression, cultural and creative practice with the cultivation of innovation and entrepreneurship ability[8].

(3) Practice-oriented, education through the entire process: Take real projects, social practice and social services as carriers, and run education through the entire process of classroom teaching, practical training, internship and employment.

(4) Multi-party coordination, open sharing: Integrate the resources of schools, enterprises, industries and society, and construct an education mechanism of on-campus and off-campus coordination and the combination of full-time and part-time teachers[9][11].

(5) Diversified evaluation, focusing on long-term effect: Highlight process-oriented, comprehensive and developmental evaluation, and strengthen moral literacy, innovative spirit and practical contribution.

#### **4.2. Overall Innovation and Entrepreneurship Education Model Oriented by Moral Education and Talent Cultivation**

This study constructs a five-in-one innovation and entrepreneurship education model, which takes moral education and talent cultivation as the soul, the goal system as the guidance, the curriculum system as the core, the practice system as the support, the teacher system as the guarantee, and the evaluation system as the orientation, forming an all-round, whole-process and full-coverage education pattern:

(1) Goal system: Value guidance, ability cultivation, personality shaping;

(2) Curriculum system: In-depth integration of ideological and political courses, professional courses and innovation and entrepreneurship courses;

(3) Practice system: Four-level linkage of classroom training, campus practice, enterprise projects and social services;

(4) Teacher system: Collaborative education of ideological and political teachers, professional teachers, innovation and entrepreneurship mentors and enterprise mentors;

(5) Evaluation system: Diversified subjects, multi-dimensional indicators, equal emphasis on process and results.

#### **4.3. Construction of Goal System: Taking Value Guidance as the Core**

##### **4.3.1. Value Goal**

Firm ideals and beliefs and cultural confidence, establish a correct professional outlook, values and aesthetic outlook; enhance social responsibility, sense of integrity, team spirit and professional attitude; adhere to artistic professional ethics and pursue artistic creation with feelings, responsibility and warmth[1][5].

##### **4.3.2. Ability Goal**

Cultivate innovative thinking, creative design, project execution, team cooperation, market adaptation and entrepreneurial practice abilities, and improve the transformation ability of artistic works and social service ability[7][15].

##### **4.3.3. Development Goal**

Promote students' sound personality, lifelong learning and sustainable development, and equip them with the comprehensive literacy to become high-quality artistic technical and skilled talents and cultural and creative practitioners in the new era[4][12].

#### **4.4. Construction of Curriculum System: In-depth Integration of Ideological and Political Education, Professional Education and Innovation and Entrepreneurship Education**

##### **4.4.1. Basic Level: Casting the Soul with Ideological and Political and Literacy Courses**

Offer ideological and political theory courses, professional quality, aesthetic education, excellent traditional Chinese culture, art ethics and other courses to strengthen value guidance and moral foundation[3][13].

##### **4.4.2. Professional Level: Integrating Curriculum-based Ideological and Political Education and Innovation and Entrepreneurship Elements**

Integrate craftsman spirit, professional ethics, cultural inheritance, social responsibility and innovative thinking into the core professional courses of design, fine arts, media, film and television, etc., and realize that "every course has an educational function"[13].

##### **4.4.3. Expansion Level: Empowering with Characteristic Innovation and Entrepreneurship Courses**

Offer courses such as innovative thinking, cultural and creative product development, new media operation, business planning, entrepreneurial law and ethics, and project roadshow, highlighting the pertinence of art majors[8][10].

##### **4.4.4. Implicit Level: Cultivating with Cultural Education Environment**

Create an educational atmosphere of respecting morality and art and daring to innovate through campus culture, art exhibitions, model lectures and theme education activities[9].

#### **4.5. Construction of Practice System: Coordination of Classroom-Campus-Enterprise-Society**

##### **4.5.1. Classroom Practice: Laying the Foundation with Project-Based Teaching**

Focus on task-driven, project-oriented and case-based teaching, integrate small creations, small designs and small services into the classroom, and realize learning by doing and understanding by innovating[11].

##### **4.5.2. Campus Practice: Improving Abilities with Studios and Competitions**

Build art innovation studios, cultural and creative workshops and innovation and entrepreneurship societies, organize skills competitions, cultural and creative design and work incubation activities to improve practical ability.

##### **4.5.3. Enterprise Practice: Polishing Skills with Real Projects**

Introduce enterprises and projects into the campus, carry out on-the-job internships, project outsourcing and enterprise mentor apprenticeship, and let students abide by rules, strengthen responsibilities and improve skills in real work scenarios[8][11].

##### **4.5.4. Social Practice: Showing Responsibility with Public Welfare Services**

Organize activities such as rural cultural and creative design, community art, public welfare design, cultural benefiting the people and intangible cultural heritage inheritance, and guide students to serve the society with art and practice their missions.

#### **4.6. Construction of Teacher System: Four-Type Teacher Coordination and Combination of Full-Time and Part-Time Teachers**

##### **4.6.1. Strengthening the First Standard of Teachers' Morality and Conduct**

Take the achievements of moral education and talent cultivation as the core basis for teacher assessment, professional title evaluation and selection of excellent teachers, and guide teachers to establish themselves with morality, learn with morality and teach with morality[5][9].

#### **4.6.2. Constructing a "Four-Type Teacher Coordination" Team**

- (1) Ideological and political teachers: Responsible for value guidance and ideological education;
- (2) Professional teachers: Responsible for the integration of art and innovation and skill teaching;
- (3) Innovation and entrepreneurship mentors: Responsible for innovative methods and project guidance;
- (4) Enterprise mentors: Responsible for industry standards and practical training.

#### **4.6.3. Improving the Teacher Development Mechanism**

Implement the systems of teachers' enterprise practice, innovation and entrepreneurship ability training, curriculum-based ideological and political education research and interdisciplinary lesson preparation to improve the compound education ability[7][15].

### **4.7. Construction of Evaluation System: Diversified and Multi-Dimensional, Highlighting the Guidance of Moral Education**

#### **4.7.1. "Four-Dimensional Integration" of Evaluation Content**

- (1) Ideological and moral literacy: Ideals and beliefs, professional integrity, sense of responsibility, team cooperation;
- (2) Professional skill level: Artistic creation, design ability, technical application;
- (3) Innovation and entrepreneurship ability: Innovative thinking, project completion, achievement transformation;
- (4) Social service contribution: Practical performance, public welfare participation, social recognition[3][9].

#### **4.7.2. Diversified Participation of Evaluation Subjects**

Implement the combination of student self-evaluation, peer mutual evaluation, teacher evaluation, enterprise evaluation and social evaluation.

#### **4.7.3. Combination of Process and Result in Evaluation Methods**

Weaken a single score and competition ranking, strengthen process records, growth files and comprehensive performance, and truly reflect the guidance of moral education and talent cultivation.

## **5. Practice and Effect Analysis of the Education Model**

### **5.1. Practice Overview**

This study selects majors such as art design, digital media art and environmental art design in an art vocational college as the practice objects, and carries out a one-year practice of the innovation and entrepreneurship education model oriented by moral education and talent cultivation for art vocational college students. The practice is carried out around the five-in-one model of "goal guidance, curriculum integration, practice support, teacher guarantee and evaluation drive". Through revising talent training programs, reconstructing curriculum content, building practical platforms, forming education teams and reforming evaluation methods, the in-depth integration of ideological and political education, professional education and innovation and entrepreneurship education is realized[2][11].

In the practice process, the school set up an education group composed of professional leaders, ideological and political teachers, innovation and entrepreneurship instructors and enterprise backbones, which coordinates curriculum teaching, project practice, social services and assessment and evaluation, ensures that moral education and talent cultivation run through the entire process of innovation and entrepreneurship education, and provides organizational, institutional and resource guarantee for the implementation of the model[9][14].

## **5.2. Specific Practical Measures**

### **5.2.1. Reconstructing Talent Training Programs and Strengthening the Goal of Value Guidance**

Clearly write the goal of moral education and talent cultivation into the talent training program, highlight ideological morality, professional quality, craftsman spirit and social responsibility in the professional training goals; add indicators such as professional ethics, team cooperation, integrity and abiding by the law, and cultural inheritance in the graduation requirements, put value shaping in front of ability cultivation, and realize the unity of education and talent cultivation from the top-level design[5][12].

### **5.2.2. Promoting the In-depth Integration of Curriculum-based Ideological and Political Education and Innovation and Entrepreneurship Education**

Fully integrate curriculum-based ideological and political education and innovation and entrepreneurship elements into professional basic courses and core courses, and design teaching tasks around themes such as red culture, traditional culture, rural revitalization, public welfare services and green design[3][7]. Offer characteristic courses such as Innovative Thinking and Cultural and Creative Planning, Art Professional Ethics and Entrepreneurial Law and Integrity Management to realize the simultaneous advancement of "knowledge imparting, skill training, value guidance and innovation cultivation"[13][15].

### **5.2.3. Building a "Four-in-One" Innovation and Entrepreneurship Practice Platform**

First, carry out project-based practical training relying on on-campus art design studios and cultural and creative workshops; second, organize students to participate in various innovation and entrepreneurship competitions, art exhibitions and work incubation activities; third, introduce real projects from design companies, media institutions and cultural and tourism enterprises, and implement enterprise mentors entering the classroom and projects; fourth, form volunteer service teams to carry out community art services, rural cultural and creative design, public welfare poster creation and cultural inheritance practice, allowing students to improve their literacy and temper their character in practice[8][11].

### **5.2.4. Constructing a Collaborative Education Teacher Team**

Establish a joint teaching mechanism of "ideological and political teachers + professional teachers + innovation and entrepreneurship mentors + enterprise mentors", regularly carry out teaching and research activities and collective lesson preparation, and promote teachers to improve their abilities in curriculum-based ideological and political design, project-based teaching and innovation and entrepreneurship guidance[9][13]. Strengthen the assessment of teachers' morality and conduct, incorporate education effects, guiding students' practice and social service into the teacher evaluation system, and stimulate teachers' motivation for education[5][6].

### **5.2.5. Implementing the Reform of Diversified Comprehensive Evaluation**

Change the previous evaluation method mainly based on works and scores, and establish an evaluation system combining process evaluation and summative evaluation, skill evaluation and literacy evaluation, and on-campus evaluation and enterprise evaluation. Incorporate learning attitude, team cooperation, integrity performance, practice attendance, social responsibility, public welfare services and other indicators into the evaluation system to fully reflect students' comprehensive literacy and growth changes[3][13].

### **5.3. Practical Effects**

#### **5.3.1. Significant Improvement in Students' Ideological and Moral and Professional Quality**

After one year of practice, students' ideals and beliefs, professional identity and sense of responsibility have been significantly enhanced. Classroom discipline, learning initiative and team cooperation awareness have been significantly improved, and the number of students participating in public welfare services, cultural inheritance and volunteer services has increased substantially. Students have generally established the professional philosophy of honest creation, law-abiding operation and serving the society, and their professional spirit and moral literacy have been highly recognized by employers[5][9].

#### **5.3.2. Significant Enhancement in Students' Innovation and Entrepreneurship Ability**

Students' innovative thinking, creative expression, project execution and problem-solving abilities have been significantly improved. The number of students participating in various levels of innovation and entrepreneurship competitions and art design competitions and the number of awards have increased significantly. The themes of works have more feelings for the country, cultural connotation and social value. The practicality, implementability and market transformation ability of projects have been significantly improved. There are more and more cases of students independently carrying out cultural and creative planning, self-media operation and small design services[8][10].

#### **5.3.3. Continuous Improvement in Students' Employment and Entrepreneurship Quality**

The professional employment rate, employment stability, starting salary level and enterprise satisfaction of graduates have all been improved. Enterprises feedback that students have good professional quality, strong practical ability, strong sense of responsibility and high stability. Some students have realized independent entrepreneurship relying on cultural and creative projects and design studios, and entrepreneurial projects pay more attention to social responsibility and sustainable development, reflecting the correct value orientation and professional pursuit[2][11].

#### **5.3.4. Synchronous Improvement in Professional Construction and Education Level**

Through the model practice, the professional curriculum system is more perfect, the construction of curriculum-based ideological and political education has achieved remarkable results, the industry-education integration is more in-depth, and the functions of on-campus and off-campus practice bases are continuously strengthened. Teachers have made new progress in teaching reform, scientific research projects and teaching achievement awards, formed a number of replicable and promotable teaching cases and education experiences, and the professional influence and social service capacity have been continuously enhanced[3][4].

#### **5.3.5. More Perfect Collaborative Education Mechanism**

The school has initially formed an education pattern of Party and government overall planning, department coordination, combination of full-time and part-time teachers, and school-enterprise linkage. Ideological and political education, professional education and innovation and entrepreneurship education have shifted from "independent operation" to "concerted development", and the atmosphere of "Three All-round Education" is more intense, providing a long-term mechanism guarantee for the high-quality talent cultivation of art vocational colleges[9][13].

## 5.4. Existing Problems and Improvement Directions

### 5.4.1. Existing Problems

First, the teaching ability of some teachers in integrating curriculum-based ideological and political education with innovation and entrepreneurship is still to be improved, and the depth of teaching design is insufficient; second, the long-term mechanism for enterprises to deeply participate in education still needs to be improved, and the source of stable and high-quality projects needs to be further expanded; third, the coverage of practical teaching still needs to be expanded, and the participation of individual students is not high; fourth, the informatization and process management level of the evaluation system needs to be strengthened[11][14].

### 5.4.2. Improvement Directions

In the future, continuous optimization will be carried out from three aspects: first, strengthen teacher training and teaching and research exchanges to improve compound education ability; second, deepen industry-education integration, expand high-quality enterprise resources and real projects, and improve the school-enterprise collaborative education system; third, promote the construction of information-based evaluation and growth files, realize the whole-process, refined and data-based education management, and continuously improve the depth and effectiveness of the integration of moral education and talent cultivation with innovation and entrepreneurship education[2][3].

## 6. Conclusion and Prospects

### 6.1. Research Conclusion

With the theme of "Construction and Practice of an Innovation and Entrepreneurship Education Model for Art Vocational College Students Oriented by Moral Education and Talent Cultivation", this paper analyzes the current situation, problems and causes of innovation and entrepreneurship education in art vocational colleges on the premise of systematically sorting out relevant concepts and theoretical foundations, constructs a five-in-one education model with "goal guidance, curriculum integration, practice support, teacher guarantee and evaluation drive" as the core, and verifies its feasibility and effectiveness through practice. The main conclusions are as follows:

(1) Moral education and talent cultivation is the soul and fundamental direction of innovation and entrepreneurship education in art vocational colleges in the new era. Only by adhering to value guidance and the integration of moral and technical education can we realize the unity of "cultivating talents" and "educating people" for artistic talents, and cultivate high-quality technical and skilled talents in the cultural and creative industry with faith, feelings, responsibility and literacy.

(2) At present, innovation and entrepreneurship education in art vocational colleges generally has prominent problems such as insufficient value guidance, fragmented curriculum system, low level of practice, single structure of teaching staff and utilitarian evaluation orientation, whose root causes lie in the deviation of educational philosophy, inadequate top-level design and imperfect coordination mechanism.

(3) The five-in-one education model constructed with moral education and talent cultivation as the core can effectively break the barriers between ideological and political education, professional education and innovation and entrepreneurship education, form a complete education chain with clear goals, integrated curricula, solid practice, coordinated teachers and scientific evaluation, and has strong pertinence and operability.

(4) Practice has proved that this model can significantly improve students' ideological and moral literacy, professional sense of responsibility, innovative ability and the quality of employment and entrepreneurship, and at the same time promote the improvement of

professional construction, teacher development and social service capacity, which has reference significance and promotion value for similar colleges.

## 6.2. Research Deficiencies

Although this study has achieved certain results in theoretical construction and practical exploration, there are still deficiencies: first, the research scope and practice cycle are limited, and the long-term education effect needs to be continuously tracked; second, the differentiated education paths for different art majors (design, media, performance, fine arts, etc.) need to be further refined; third, the informatization and dataization level of the evaluation system can still be improved.

## 6.3. Future Prospects

In the future, the innovation and entrepreneurship education of art vocational colleges will develop towards the direction of attaching more importance to moral education, deeper integration, closer to the industry, stronger practice and more comprehensive evaluation.

(1) Continuously deepen the "Three All-round Education" and make moral education and talent cultivation run through the entire process of talent cultivation;

(2) Deepen industry-education integration and school-enterprise cooperation, introduce more real projects and social service scenarios, and make artistic innovation take root in society and serve the people;

(3) Strengthen the construction of a compound teaching team of "ideological and political + professional + innovation and entrepreneurship" and improve teachers' collaborative education ability;

(4) Improve the diversified comprehensive evaluation system and truly realize morality first, ability-oriented and all-round development.

It is hoped that through continuous reform and practice, more excellent artistic talents with both moral and artistic integrity and the courage to innovate will be cultivated for the construction of a cultural power and the high-quality development of vocational education.

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