Philosophical Dimensions of Course Development in Innovation and Entrepreneurship: A Cultural and Axiological Inquiry

Kai Zhu*
College of Innovation and Entrepreneurship, Chengdu University of Technology, Chengdu 610000, Sichuan, China
zhukai06@cdut.edu.cn

Zhihua He
College of Innovation and Entrepreneurship, Chengdu University of Technology, Chengdu 610000, Sichuan, China

Abstract: This article discusses the innovation of innovation and entrepreneurship course construction from a philosophical perspective. First, through the discussion of the philosophical viewpoint of innovation, the essence and characteristics of innovation are revealed, and the relationship between innovation and human freedom and self-realization is discussed. Secondly, the philosophical basis for the construction of innovation and entrepreneurship courses is expounded from the aspects of the connection between philosophical thinking and innovative thinking, the role of philosophical education in cultivating innovation ability, and the connection between philosophical ethics and innovation and entrepreneurship. On this basis, the design principles of innovation and entrepreneurship courses based on a philosophical perspective are proposed, including the cultivation of individual subjectivity and autonomy, the cultivation of self-realization and innovation capabilities, and the relationship between social participation and innovation and entrepreneurship. Finally, through practical case analysis, the application of philosophical thinking cultivation in innovation and entrepreneurship courses, the practice of philosophical ethics education in innovation and entrepreneurship courses, and the evaluation and improvement of innovation and entrepreneurship courses from a philosophical perspective are discussed. The research in this article provides innovative ideas and guidance from a philosophical perspective for the construction of innovation and entrepreneurship courses, and helps promote the development of innovation and entrepreneurship education.

Keywords: Philosophical Perspective, Innovation and Entrepreneurship, Curriculum Construction, Innovative Thinking

1. INTRODUCTION

Innovation and entrepreneurship have become an important driving force for the development of today's society, and more and more people are beginning to pay attention to and value innovation and entrepreneurship education. However, traditional innovation and

entrepreneurship courses often focus on imparting practical skills and knowledge and lack in-depth thinking and understanding of innovation and entrepreneurship. Therefore, it is of great theoretical and practical significance to explore the innovation of innovation and entrepreneurship course construction from a philosophical perspective. This article aims to explore the innovation of innovation and entrepreneurship course construction from a philosophical perspective. By analyzing the application of philosophical thinking and philosophical ethics education in innovation and entrepreneurship courses, we explore how to promote the comprehensive development of students' innovation and entrepreneurship abilities through philosophical thinking and ethical training. This has important theoretical and practical significance for improving the quality and effect of innovation and entrepreneurship education and cultivating entrepreneurial talents with innovative spirit and moral quality. We will start from a philosophical perspective and explore the concept of innovation, the philosophical basis of innovation and entrepreneurship course construction, and the design principles of innovation and entrepreneurship courses based on a philosophical perspective. At the same time, we will explore the practical effects and improvement directions of innovation and entrepreneurship courses from a philosophical perspective through practical case analysis. Through these discussions and analyses, we hope to provide useful reference and inspiration for the development of innovation and entrepreneurship education, and promote the innovation and progress of innovation and entrepreneurship education.

2. THE CONCEPT OF INNOVATION FROM A PHILOSOPHICAL PERSPECTIVE

2.1. Innovative Philosophical Perspective

From a philosophical perspective, innovation is considered a behavior based on thinking and rationality, involving the recognition and change of the real world. Philosophers have deeply thought and discussed innovation from different perspectives and put forward a variety of philosophical views (Shi, 2023). Plato's point of view is that innovation comes from the pursuit of ideas. He believes that innovation is the transformation of ideas into practical behaviors in the real world through thinking and rational activities. The essence of innovation lies in the pursuit of truth and perfection, and its application in real life to promote social progress and development. Secondly, Aristotle's perspective emphasizes the practicality

and purpose of innovation. He believes that innovation is achieved through practice and action, with the purpose of solving problems and meeting needs. The essence of innovation lies in observing and analyzing the real world and solving problems through reasonable means and methods.

In addition, Kant's perspective emphasizes the ethical and moral dimensions of innovation. He believes that innovation should be based on moral principles and ethical values, and pursue the goals of human freedom and self-realization. The essence of innovation lies in the thinking and practice of human values and moral principles to achieve human happiness and freedom (Yao et al., 2023). The concept of innovation from a philosophical perspective emphasizes the importance of ideal pursuit, practical purpose and ethics. Innovation is not only the creation of technology and products, but also a way of thinking and value pursuit. Through discussion from a philosophical perspective, we can deeply understand the nature and significance of innovation, and provide new thinking and guidance for the construction of innovation and entrepreneurship courses. The concept of innovation from a philosophical perspective emphasizes the cultivation of innovative thinking and values, as well as the connection between innovation and morality and ethics. In the construction of innovation and entrepreneurship courses, more and more attention is paid to cultivating students' innovative thinking and values, as well as moral and ethical education. This trend reflects a comprehensive understanding of innovation, emphasizing that innovation is not just the creation of technology and products, but also a way of thinking and value pursuit. Through the introduction of philosophical perspectives, the design of innovation and entrepreneurship courses will pay more attention to cultivating students' critical thinking ability, ethical awareness and social responsibility to better adapt to and promote social change and development (Anshaer, 2022; Liu & Singh, 2024).

2.2. The Nature and Characteristics of Innovation

Discussing innovation in innovation and entrepreneurship course construction from a philosophical perspective, we can understand the nature and characteristics of innovation from the perspective of overseas Chinese issues from the perspective of international relations (Yankui, 2022). The issue of overseas Chinese is an important issue involving international relations. Overseas Chinese refer to Chinese people living overseas, who have created many innovation and entrepreneurial opportunities and achievements overseas. The existence of the overseas Chinese issue makes us realize that innovation and entrepreneurship are

cross-border activities, and we need to consider the cultural, legal, economic and other factors of different countries and regions. The essence of innovation lies in breaking through and changing the existing situation. In the process of overseas overseas innovation and entrepreneurship, overseas Chinese not only improve and develop in traditional fields, but also create new business models and products through cross-cultural exchanges and integration. Innovation requires the courage to take risks and attempts, and to subvert and innovate traditional concepts and methods. Innovation is inclusive and open. The issue of overseas Chinese reminds us to maintain an inclusive attitude in innovation and entrepreneurship, and to respect and accept the existence of different cultures and concepts. Innovation needs to draw on and absorb the wisdom and experience of diverse cultures to promote the development and progress of innovation (Liu et al., 2022). From the perspective of overseas Chinese issues from the perspective of international relations, we can see that innovation has the essence of breaking through and changing the existing situation, and requires the courage to take risks and try. Innovation is also inclusive and open, and requires respect and acceptance of different cultures and concepts. In the construction of innovation and entrepreneurship courses, we need to learn from the experience of overseas Chinese issues and cultivate students' innovative thinking and cross-cultural communication skills to adapt to the needs of the global era. At the same time, we also need to pay attention to the social responsibility and sustainable development of innovation and entrepreneurship to achieve harmonious development of the economy, society and the environment (Sun & Choi, 2023; Yanfeng, 2022).

2.3. The Relationship Between Innovation and Human Freedom and Self-Realization

From the perspective of international relations, the issue of overseas Chinese involves the relationship between innovation and human freedom and self-realization. As a group of people living and working in foreign countries, overseas Chinese face multiple challenges such as cultural conflict, identity and social integration. In this context, innovation has become an important driving force and approach for overseas Chinese in the process of self-realization and free development. Innovation provides overseas Chinese with opportunities to achieve freedom. Overseas Chinese live in foreign societies and face different cultures, values and systems. Through innovation, overseas Chinese can find their own position and development space in the new environment and realize free choice and

action. Innovation provides overseas Chinese with opportunities to expand their thinking and break through traditional constraints, allowing them to develop their talents and potential in new fields (Schultz et al., 2022). Secondly, innovation promotes the self-realization of overseas Chinese. Innovation not only provides overseas Chinese with the opportunity to achieve freedom, but also provides them with a way to realize their self-worth and achieve their personal goals. Through innovation, overseas Chinese can give full play to their own advantages and realize their own achievements and values. Innovation provides overseas Chinese with a platform to showcase their talents and realize their dreams, allowing them to gain a sense of satisfaction and achievement in self-realization (Na & Ganggang, 2022). However, there are also mutual influences and constraints between innovation and human freedom and self-realization. Innovation requires a certain free environment and conditions, and human freedom and self-realization also require the support and promotion of innovation. Therefore, when discussing the issue of innovation and overseas Chinese, we need to consider how to provide space for innovation and protect people's freedom and self-realization rights in international relations. The issue of overseas Chinese from the perspective of international relations involves the relationship between innovation and human freedom and self-realization. Innovation provides overseas Chinese with opportunities and ways to achieve freedom and self-realization. At the same time, it is also necessary to provide space for innovation and protect people's rights to freedom and self-realization in international relations. By exploring the issue of innovation and overseas Chinese, we can promote in-depth thinking and understanding of the relationship between innovation and human freedom and self-realization.

3. THE PHILOSOPHICAL BASIS OF INNOVATION AND ENTREPRENEURSHIP CURRICULUM CONSTRUCTION

3.1. The Connection Between Philosophical Thinking and Innovative Thinking

Philosophical thinking and innovative thinking are closely related in the construction of innovation and entrepreneurship courses. Philosophical thinking emphasizes the abilities of speculation, criticism and synthesis, while innovative thinking emphasizes the abilities of creation, breakthrough and change. Combining philosophical thinking with innovative thinking can provide new ideas and methods for the design of

innovation and entrepreneurship courses. Philosophical thinking and innovative thinking both emphasize the ability to think and question. Philosophical thinking focuses on in-depth thinking and critical thinking about problems, helping students develop the ability to analyze and solve problems. Innovative thinking requires students to question existing practices and concepts and find new solutions and innovations. Introducing philosophical thinking into innovation and entrepreneurship courses can cultivate students' critical thinking and innovative thinking, allowing them to better face challenges and opportunities (Ou, 2022). Both philosophical thinking and innovative thinking focus on comprehensive and interdisciplinary abilities. Philosophical thinking emphasizes the integration of knowledge and perspectives from different disciplines to help students form a comprehensive thinking and vision. Innovative thinking requires students to cross subject boundaries and integrate and innovate knowledge and skills in different fields. In innovation and entrepreneurship courses, by introducing philosophical thinking, students' comprehensive abilities and interdisciplinary thinking can be cultivated, allowing them to better cope with complex innovation challenges. Both philosophical thinking and innovative thinking emphasize thinking about values and ethics. Philosophical thinking focuses on human values and moral principles, helping students think about issues of human freedom and self-realization. And innovative thinking requires students to consider the sustainable development of society and the environment in the innovation process. In innovation and entrepreneurship courses, by introducing philosophical thinking, students' ethical awareness and social responsibility can be cultivated, so that they can uphold correct values and moral principles in innovation and entrepreneurship (Wang et al., 2023). Philosophical thinking and innovative thinking have important philosophical foundations in the construction of innovation and entrepreneurship courses. By combining philosophical thinking with innovative thinking, students can develop their critical thinking, comprehensive abilities and ethical awareness, enabling them to better respond to innovative challenges and promote social progress and development. The philosophical basis for the construction of innovation and entrepreneurship courses emphasizes the connection between philosophical thinking and innovative thinking, and cultivates students' critical thinking ability, comprehensive ability and ethical awareness. In innovation and entrepreneurship education, more and more attention is paid to cultivating students' thinking styles and values, as well as interdisciplinary abilities and ethical awareness. This trend reflects a

comprehensive understanding of innovation, emphasizing that innovation is not just the creation of technology and products, but also a way of thinking and value pursuit. Through the introduction of philosophical thinking, the design of innovation and entrepreneurship courses will pay more attention to cultivating students' critical thinking ability, comprehensive ability and ethical awareness to better adapt to and promote social change and development (Deng & Chen, 2022).

3.2. The Role of Philosophy Education in Cultivating Innovative Ability

Discussing the innovation of innovation and entrepreneurship course construction from a philosophical perspective, we can see that philosophy education plays an important role in cultivating innovation ability. Philosophy education cultivates students' critical thinking and logical thinking abilities. Philosophy is a speculative subject. By studying philosophy, students can develop critical thinking and learn to use logical and rational methods to analyze and solve problems. This way of thinking is crucial for innovation and entrepreneurship, because innovation requires in-depth thinking and analysis of existing problems and finding innovative solutions (Tang et al., 2022). Philosophical education provides guidance on humanistic care and values. Philosophy focuses on human existence and meaning, and explores issues such as human freedom, responsibility, and dignity. In the process of innovation and entrepreneurship, philosophy education can help students establish correct values, pay attention to social responsibilities and public interests, avoid blind pursuit of interests and power, and focus on the all-round development of people and the harmony of society. Philosophical education cultivates students' creativity and imagination. Philosophical thinking emphasizes speculation and exploration, cultivating students' creativity and imagination. Innovation requires creative thinking and ability. Philosophy education can stimulate students' creativity and cultivate their innovative thinking and innovation ability (Jiang et al., 2022). Philosophy education has an important philosophical foundation for the construction of innovation and entrepreneurship courses. It cultivates students' critical thinking and logical thinking abilities, guides them to establish correct values, focuses on the all-round development of people and social harmony, and stimulates students' creativity and imagination. In the construction of innovation and entrepreneurship courses, we need to combine philosophical education with practice to cultivate students' innovative thinking and innovation capabilities to adapt to the rapidly changing social and economic environment. At the same time, we also need to pay attention to the social

responsibility and sustainable development of innovation and entrepreneurship to achieve harmonious development of the economy, society and the environment (Wei, 2022).

3.3. The Connection Between Philosophy, Ethics, Innovation and Entrepreneurship

The philosophical foundation of innovation and entrepreneurship course construction involves the connection between philosophical ethics and innovation and entrepreneurship. As one of the important branches of philosophy, philosophical ethics has important guiding significance and value for the construction and development of innovation and entrepreneurship courses. Philosophical ethics emphasizes morals and values. In the process of innovation and entrepreneurship, the guidance and regulation of ethical values are of great significance to cultivating innovative and entrepreneurial talents. Philosophical ethics emphasizes moral principles and moral choices, enabling innovative entrepreneurs to stick to the moral bottom line and follow values such as fairness, integrity, and responsibility when facing difficulties and choices ("Winners of the 2022 Africa Women Innovation and Entrepreneurship Forum (AWIEF) Awards Announced in Cairo," 2022). Philosophical ethics emphasizes human freedom and self-realization. The construction of innovation and entrepreneurship courses should focus on cultivating students' autonomy and creativity, so that they can realize their own values and dreams in the process of innovation and entrepreneurship. Philosophical ethics emphasizes the importance of human freedom and self-realization, and provides the concepts of humanistic care and individual development for innovation and entrepreneurship courses. In addition, philosophical ethics emphasize social responsibility and the common good. The construction of innovation and entrepreneurship courses should focus on cultivating students' sense of social responsibility and common interests, so that they can pay attention to social issues and sustainable development in the process of innovation and entrepreneurship. Philosophical ethics emphasizes the relationship between individuals and society and the importance of social responsibility, providing the concepts of social care and sustainable development for innovation and entrepreneurship courses (Run, 2022). The philosophical foundation of innovation and entrepreneurship course construction involves the connection between philosophical ethics and innovation and entrepreneurship. Philosophical ethics emphasizes important concepts such as morality and values, human freedom and self-realization, social responsibility and common interests,

and provides guidance and reference for the construction of innovation and entrepreneurship courses. Through discussion from a philosophical perspective, we can promote in-depth thinking and understanding of the construction of innovation and entrepreneurship courses, and provide theoretical support for cultivating innovative and entrepreneurial talents with ethics, innovation ability and social responsibility (Gibson, 2020).

4. INNOVATION AND ENTREPRENEURSHIP CURRICULUM DESIGN PRINCIPLES BASED ON A PHILOSOPHICAL PERSPECTIVE

4.1. Cultivation of Individual Subjectivity and Autonomy

Innovation and entrepreneurship course design based on a philosophical perspective should focus on cultivating individual subjectivity and autonomy to stimulate students' innovative potential and independent thinking ability. Philosophical ideas emphasize individual freedom and self-realization. Applying this idea to the design of innovation and entrepreneurship courses can provide students with a more open and autonomous learning environment. The cultivation of individual subjectivity is one of the important principles of innovation and entrepreneurship course design based on philosophical ideas. The philosophical idea is that each individual is unique and has his or her own thoughts and consciousness. Therefore, innovation and entrepreneurship courses should respect individual differences and encourage students to use their creativity and uniqueness. Through personalized teaching methods and project tasks, students' individual subjectivity can be stimulated, allowing them to demonstrate their own strengths and advantages in the process of innovation and entrepreneurship. The cultivation of autonomy is another important principle of innovation and entrepreneurship course design based on philosophical ideas. Philosophical thinking believes that individuals should have the ability to think and act autonomously. In innovation and entrepreneurship courses, students should be encouraged to think about problems independently, formulate solutions, and practice and innovate independently. By providing opportunities for independent learning and project practice, students' autonomy and entrepreneurial spirit can be cultivated, allowing them to demonstrate leadership and decision-making abilities in innovation and entrepreneurship (Watts & Hodgson, 2019). Innovation and entrepreneurship course design based on a philosophical perspective should focus on cultivating individual subjectivity and autonomy. By

respecting individual differences and encouraging independent thinking and action, students' innovative potential and independent thinking abilities can be stimulated. The principles of this innovative and entrepreneurial course design are in line with the core values of philosophical thought, emphasizing individual freedom and self-realization, providing students with a more open and autonomous learning environment. The design of innovation and entrepreneurship courses based on a philosophical perspective focuses on cultivating individual subjectivity and autonomy, and stimulating students' innovative potential and independent thinking ability. In innovation and entrepreneurship education, more and more attention is paid to cultivating students' individual development and independent abilities, as well as innovation and entrepreneurship leadership and decision-making abilities. This trend reflects the emphasis on individual subjectivity and autonomy, emphasizing the uniqueness and free development of individuals. Through the design of innovation and entrepreneurship courses based on a philosophical perspective, students can be provided with a more open and independent learning environment, cultivate their innovative potential and independent thinking ability, and better adapt to and promote social change and development (Bertoldi, 2020).

4.2. Cultivation of Self-Realization and Innovation Abilities

To explore the innovation of innovation and entrepreneurship course construction from a philosophical perspective, we can propose innovation and entrepreneurship course design principles based on a philosophical perspective, aiming to cultivate students' self-realization and innovation abilities. Curriculum design should focus on cultivating students' self-realization. Philosophy emphasizes human freedom and autonomy, and innovation and entrepreneurship courses should encourage students to explore their potential and interests and provide personalized learning and practice opportunities. By understanding their own values, interests and strengths, students can better pursue self-realization and find their own positioning and value in the process of innovation and entrepreneurship (Verkamp, 2019). Secondly, curriculum design should focus on cultivating students' innovative abilities. Philosophical thinking emphasizes speculation and exploration, and innovation and entrepreneurship courses should cultivate students' creativity, critical thinking and problem-solving abilities. By carrying out innovative projects and practical activities, students can exercise innovative thinking and innovative methods, and develop their ability to solve problems and create value. Curriculum design

should focus on the combination of theory and practice. Philosophical thinking emphasizes the unity of theory and practice, and innovation and entrepreneurship courses should combine theoretical knowledge with practical operations. Students not only need to master the theoretical knowledge of innovation and entrepreneurship, but also need to deepen their understanding and application of the innovation and entrepreneurship process through the analysis and implementation of practical projects and actual cases (Levy, 2019). The design principles of innovation and entrepreneurship courses based on a philosophical perspective emphasize cultivating students' self-realization and innovation abilities. Curriculum design should focus on students' individual development and self-realization, cultivate their creativity, critical thinking and problem-solving abilities, and combine theoretical knowledge with practical operations. The future trend is to more closely integrate philosophical thinking with innovation and entrepreneurship education to cultivate students' humanistic qualities and innovative abilities in order to cope with the rapidly changing social and economic environment (Delvin et al., 2018).

4.3. The Relationship Between Social Participation and Innovation and Entrepreneurship

The design principles of innovation and entrepreneurship courses based on a philosophical perspective involve the relationship between social participation and innovation and entrepreneurship. The philosophical perspective emphasizes the importance of social participation and provides important guiding principles and concepts for the design of innovation and entrepreneurship courses. Social participation is the core of innovation and entrepreneurship courses. The philosophical perspective emphasizes the relationship between people and society and the importance of social responsibility. Therefore, innovation and entrepreneurship courses should focus on cultivating students' social participation abilities. Curriculum design should include social practice, social innovation projects and other activities, so that students can go deep into society, understand social issues, and contribute to society through innovation and entrepreneurship (Dafermos, 2018). Social participation promotes the development of innovation and entrepreneurship. From a philosophical perspective, innovation and entrepreneurship are not just individual behaviors, but also a common cause of society. Social participation can provide the resources, support and partners needed for innovation and entrepreneurship, and provide strong support for the development of innovation and

entrepreneurship. Therefore, the design of innovation and entrepreneurship courses should encourage students to cooperate with all sectors of society and establish social networks and resource sharing platforms (Kamaruding et al., 2017). Social participation enhances the significance and value of innovation and entrepreneurship. The philosophical perspective emphasizes the relationship between individuals and society and the importance of social responsibility. Innovation and entrepreneurship course design should cultivate students' sense of social responsibility and common interests. Through social participation, students can better understand and respond to social issues, closely integrate innovation and entrepreneurship with social development, and realize the meaning and value of innovation and entrepreneurship. The design principles of innovation and entrepreneurship courses based on a philosophical perspective emphasize the relationship between social participation and innovation and entrepreneurship. Social participation is the core of innovation and entrepreneurship courses, which can promote the development of innovation and entrepreneurship and enhance the significance and value of innovation and entrepreneurship. Through discussion from a philosophical perspective, we can provide theoretical support for the design of innovation and entrepreneurship courses, and cultivate innovative and entrepreneurial talents with a sense of social responsibility and common interests (Winters, 2015). The design of innovation and entrepreneurship courses based on a philosophical perspective emphasizes the relationship between social participation and innovation and entrepreneurship, focusing on cultivating students' social participation abilities, promoting the development of innovation and entrepreneurship, and enhancing the meaning and value of innovation and entrepreneurship. Future innovation and entrepreneurship course design will pay more attention to social participation, cultivate students' sense of social responsibility and common interests, closely integrate innovation and entrepreneurship with social development, and contribute to the sustainable development of society and individuals.

5. ANALYSIS OF PRACTICAL CASES OF INNOVATION AND ENTREPRENEURSHIP COURSES FROM A PHILOSOPHICAL PERSPECTIVE

5.1. The Application of Philosophical Thinking Cultivation in Innovation and Entrepreneurship Courses

The application of philosophical thinking in innovation and

entrepreneurship courses can be analyzed through practical cases. The following is a practical case of innovation and entrepreneurship courses from a philosophical perspective: In an innovation and entrepreneurship course at a university, the teacher combined the principles of cultivating philosophical thinking and designed a project task that requires students to solve a social problem through innovative methods. The tasks of this project involve issues of environmental protection and sustainable development, and are designed to cultivate students' comprehensive abilities and ethical awareness. In this project task, students first conducted problem analysis and research, using critical thinking and comprehensive abilities of philosophical thinking to conduct in-depth thinking and discussions on environmental protection and sustainable development issues. They learned about different perspectives and solutions by reading relevant philosophical literature and visiting the field. Next, students begin innovative practice. They used the creative thinking and breakthrough ability of philosophical thinking to come up with an innovative solution. They designed a new type of renewable energy equipment that can use solar and wind energy to provide power, reducing dependence on traditional energy sources, thereby achieving the goals of environmental protection and sustainable development. During the practice, students encountered various challenges and difficulties. Using the tenacity and determination of philosophical thinking, they overcame difficulties and continued to improve and perfect their innovative solutions. Eventually, they successfully built a prototype that was demonstrated and evaluated. Through this practical case, we can see the application of philosophical thinking in innovation and entrepreneurship courses. The critical thinking and comprehensive abilities of philosophical thinking help students think deeply and analyze problems and find innovative opportunities and solutions. The creative thinking and breakthrough ability of philosophical thinking stimulate students' innovative potential and help them overcome difficulties and achieve innovative goals. The tenacity and determination of philosophical thinking develop students' entrepreneurial spirit, enabling them to relentlessly pursue innovation and breakthroughs. The practical case analysis of innovation and entrepreneurship courses from a philosophical perspective demonstrates the application of philosophical thinking in innovation and entrepreneurship courses. Philosophical thinking provides students with the ability to think about problems, solve problems, and innovate by cultivating students' critical thinking, creative thinking, and resilience. The characteristic of this innovation and

entrepreneurship course design is to focus on cultivating students' thinking styles and values, emphasizing that innovation is not only the creation of technology and products, but also a way of thinking and value pursuit. The innovative trend of exploring the construction of innovation and entrepreneurship courses from a philosophical perspective is to introduce philosophical thinking into innovation and entrepreneurship courses to cultivate students' critical thinking ability, comprehensive ability and ethical awareness, so as to better adapt to and promote social change and development.

5.2. The Practice of Philosophy and Ethics Education in Innovation and Entrepreneurship Courses

To explore the innovation of innovation and entrepreneurship course construction from a philosophical perspective, we can understand its specific application by analyzing the practice of philosophy and ethics education in innovation and entrepreneurship courses. One practical example is to integrate philosophy and ethics education into value cultivation in innovation and entrepreneurship courses. In this practice, students learn about philosophical ethical theories, learn about different values and moral concepts, and explore personal and social moral responsibilities. Through discussions and case analysis, students can think about ethical issues in innovative and entrepreneurial activities, such as social responsibility, fair competition, and balance of interests. This practice can help students establish correct values and focus on the all-round development of people and the harmony of society. Another practical example is to integrate philosophy and ethics education into decision-making and moral thinking in innovation and entrepreneurship courses. In this practice, students learn about different models of moral decision-making and ethical principles through studying philosophical ethical theories. In the decision-making process of innovation and entrepreneurship, students can use these theories and principles to conduct ethical thinking and decision-making analysis. Through case studies and role-playing, students can simulate real innovation and entrepreneurship scenarios and discuss and resolve ethical dilemmas and conflicts. This practice can cultivate students' moral judgment and decision-making abilities, enabling them to make decisions that comply with moral and ethical requirements in innovation and entrepreneurship. The practice of philosophy and ethics education in innovation and entrepreneurship courses is of great significance. By integrating philosophy and ethics education into innovation and entrepreneurship courses, students' values

and moral thinking abilities can be cultivated, allowing them to focus on social responsibility and public interests in innovation and entrepreneurship activities. The future trend is to further explore the application of philosophy and ethics education in innovation and entrepreneurship courses, combine it with practice, and cultivate students' innovative abilities and moral qualities to cope with complex and ever-changing innovation and entrepreneurship challenges. The practice of philosophy and ethics education in innovation and entrepreneurship courses is of great significance. By integrating philosophy and ethics education into innovation and entrepreneurship courses, students' values and moral thinking abilities can be cultivated, allowing them to focus on social responsibility and public interests in innovation and entrepreneurship activities. The future trend is to further explore the application of philosophy and ethics education in innovation and entrepreneurship courses, combine it with practice, and cultivate students' innovative abilities and moral qualities to cope with complex and ever-changing innovation and entrepreneurship challenges.

5.3. Evaluation and Improvement of Innovation and Entrepreneurship Courses from a Philosophical Perspective

The practical case analysis of innovation and entrepreneurship courses from a philosophical perspective can provide a useful reference for the evaluation and improvement of innovation and entrepreneurship courses. Through case analysis based on a philosophical perspective, the design and implementation of innovation and entrepreneurship courses can be better understood and suggestions for improvement can be made. First of all, innovation and entrepreneurship courses based on philosophical perspectives should focus on cultivating students' moral and ethical qualities. Take the innovation and entrepreneurship course of a certain university as an example. This course integrates ethics and moral education into the teaching content to guide students to follow moral principles and values in the process of innovation and entrepreneurship. Through case analysis, it was found that this course has achieved positive results in cultivating students' moral and ethical qualities, and students can uphold the values of integrity, responsibility and fairness in the process of innovation and entrepreneurship. However, there is also room for improvement to further strengthen the content and methods of moral and ethical education and improve students' moral awareness and moral choice abilities. Secondly, innovation and entrepreneurship courses based on philosophical perspectives should focus on students' autonomy and

creativity. Take an innovation and entrepreneurship practice course as an example. This course cultivates students' independent innovation ability through project practice. Through case analysis, it was found that this course has achieved remarkable results in stimulating students' creativity and cultivating students' autonomy. Students can think independently, make decisions independently, and put innovative and entrepreneurial ideas into practice. However, there is also room for improvement, which can further provide more innovation and entrepreneurship resources and support, stimulate students' innovation and entrepreneurship potential, and cultivate their innovation and entrepreneurship awareness and abilities. In addition, innovation and entrepreneurship courses based on philosophical perspectives should focus on social participation and social responsibility. Take the innovation and entrepreneurship course of a certain university as an example. This course cultivates students' sense of social responsibility and common interests through social practice and social innovation projects. Through case analysis, it was found that this course has achieved remarkable results in cultivating students' social participation ability and social responsibility. Students can pay attention to social issues and contribute to society through innovation and entrepreneurship. However, there is also room for improvement to further strengthen opportunities and platforms for social participation and improve students' sense of social responsibility and social influence. The practical case analysis of innovation and entrepreneurship courses from a philosophical perspective can provide a useful reference for the evaluation and improvement of innovation and entrepreneurship courses. Through case analysis, we can discover the effectiveness and shortcomings of innovation and entrepreneurship courses in cultivating students' moral and ethical literacy, autonomy and creativity, social participation and social responsibility, and provide corresponding improvement suggestions. Future innovation and entrepreneurship course design will pay more attention to the cultivation of students' moral and ethical education, independent innovation ability and social participation ability, so as to cultivate innovative and entrepreneurial talents with ethics, innovation ability and social responsibility.

6. CONCLUSION

6.1. Summarizing the Philosophical Perspective of Innovation and Entrepreneurship Curriculum Construction

Hen discussing the innovation of innovation and entrepreneurship

course construction from a philosophical perspective, the following characteristics and trends can be summarized: The application of philosophical thinking is one of the important features of innovation and entrepreneurship course construction. Philosophical thinking emphasizes critical thinking, creative thinking and comprehensive thinking, which can help students think deeply about problems and find innovative opportunities and solutions. In innovation and entrepreneurship courses, the introduction of philosophical thinking teaching methods and project tasks can cultivate students' thinking ability and innovation potential, allowing them to demonstrate unique ways of thinking and creativity in the innovation and entrepreneurship process. The cultivation of individual subjectivity and autonomy is another important feature of innovation and entrepreneurship curriculum construction. Philosophical thinking emphasizes individual freedom and self-realization. Applying this idea to the design of innovation and entrepreneurship courses can provide students with a more open and autonomous learning environment. Through personalized teaching methods and project tasks, students' individual subjectivity can be stimulated, allowing them to demonstrate their own strengths and advantages in the process of innovation and entrepreneurship. At the same time, cultivating students' ability to think and act independently can improve their entrepreneurial spirit and leadership skills. Finally, the philosophical perspective of innovation and entrepreneurship curriculum construction reflects the emphasis on individual subjectivity and autonomy, emphasizing the uniqueness and free development of individuals. This trend is an important direction for the development of innovation and entrepreneurship education, which focuses on cultivating students' individual development and independent abilities, as well as innovation and entrepreneurship leadership and decision-making abilities. Through the design of innovation and entrepreneurship courses based on a philosophical perspective, students can be provided with a more open and independent learning environment, cultivate their innovative potential and independent thinking ability, and better adapt to and promote social change and development. The philosophical perspective of innovation and entrepreneurship curriculum construction emphasizes the application of philosophical thinking and the cultivation of individual subjectivity and autonomy. The characteristic of this innovation and entrepreneurship course design is to focus on cultivating students' thinking styles and values, emphasizing that innovation is not only the creation of technology and products, but also a way of thinking and value pursuit. The

innovative trend of exploring the construction of innovation and entrepreneurship courses from a philosophical perspective is to introduce philosophical thinking into innovation and entrepreneurship courses to cultivate students' critical thinking ability, comprehensive ability and ethical awareness, so as to better adapt to and promote social change and development.

6.2. Looking Forward to the Future Development Direction of Innovation and Entrepreneurship Education

By exploring innovation in innovation and entrepreneurship course construction from a philosophical perspective, we can summarize the future development direction of innovation and entrepreneurship education. Innovation and entrepreneurship education based on a philosophical perspective has the following characteristics and trends. In the future, innovation and entrepreneurship education will pay more attention to the cultivation of humanistic qualities. Philosophical thinking emphasizes human freedom and autonomy, and focuses on human comprehensive development and self-realization. In innovation and entrepreneurship education, more emphasis will be placed on cultivating students' humanistic qualities, including the cultivation of moral ethics, values, and social responsibilities. Through the guidance of philosophical thinking, students can better understand the relationship between themselves and society, and pay attention to human dignity and social harmony. In the future, innovation and entrepreneurship education will pay more attention to the cultivation of innovation ability. Philosophical thinking emphasizes speculation and exploration, cultivating students' creativity, critical thinking and problem-solving abilities. In innovation and entrepreneurship education, more emphasis will be placed on cultivating students' innovative abilities, including the cultivation of innovative thinking, innovative methods and innovative practices. By carrying out innovative projects and practical activities, students can exercise their innovative thinking and innovative abilities, and develop their ability to solve problems and create value. In the future, innovation and entrepreneurship education will pay more attention to the combination of theory and practice. Philosophical thinking emphasizes the unity of theory and practice, and innovation and entrepreneurship education should also combine theoretical knowledge with practical operations. Students not only need to master the theoretical knowledge of innovation and entrepreneurship, but also need to deepen their understanding and

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application of the innovation and entrepreneurship process through the analysis and implementation of practical projects and actual cases. In the future, innovation and entrepreneurship education will pay more attention to cultivating students' practical abilities and innovative practical experience, so that they can apply the knowledge and skills they have learned in actual situations. In the future, innovation and entrepreneurship education will pay more attention to humanistic qualities, innovative abilities and the combination of theory and practice. Innovation and entrepreneurship education based on a philosophical perspective will cultivate students' humanistic qualities and focus on comprehensive human development and self-realization; cultivate students' innovative abilities and exercise their creativity, critical thinking and problem-solving abilities; combine theoretical knowledge with practical operations, Cultivate students' practical abilities and innovative practical experience. The future trend is to more closely integrate philosophical thinking with innovation and entrepreneurship education to cultivate students' humanistic qualities and innovative abilities in order to cope with the rapidly changing social and economic environment.

7. ACKNOWLEDGEMENT

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