

Reflections on Health Entrepreneurship Education in Colleges and Universities in the Guangdong-Hong Kong-Macao Greater Bay Area

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Abstract: In China's 13th Five Year Plan for development, promoting the construction of major cooperation platforms in the Guangdong-HongKong-Macao Greater Bay Area and cross provincial regions is clearly one of the important national strategies. This article summarizes the successful practical experience of world-class bay areas and believes that stimulating innovation and entrepreneurship and cultivating innovative and entrepreneurial talents are key factors to ensure the success of this strategy. With the continuous development of the economy in the Greater Bay Area, international market competition is becoming increasingly fierce. The effective implementation of health entrepreneurship education in universities provides effective guidance and incentives for college students to start their own businesses, mobilize their entrepreneurial enthusiasm and autonomy. It becomes an important issue in the development of health entrepreneurship education.

Keywords: Guangdong-Hong Kong-Macao Greater Bay Area; Health Entrepreneurship Education

1. Introduction

The construction of the Guangdong-Hong Kong-Macao Greater Bay Area is aimed at promoting overall regional development, enhancing regional economic strength and innovation competitiveness. Therefore, it building a healthy entrepreneurship education cluster has become an important strategic measure to promote the construction of the Guangdong Hong Kong Macao Greater Bay Area and achieve high-quality development. This study analyzes the necessity of strengthening health and entrepreneurship education in universities in the Greater Bay Area. This study proposes effective optimization measures to help cultivate globally competitive entrepreneurial talents and contribute to sustainable social development.

2. The necessity of strengthening health entrepreneurship education in colleges and universities in the Guangdong-Hong Kong-Macao Greater Bay Area

The health industry is closely related to technological innovation. Universities should carry out targeted health entrepreneurship education activities based on actual conditions, innovate education models, methods, and strategies. Universities need to better adapt to future development needs. The health industry in the Guangdong Hong Kong Macao Greater Bay Area requires professional practitioners. The improvement of the quality of health entrepreneurship education in universities can cultivate students' innovative thinking and practical abilities. It can cultivate more talents with comprehensive professional skills and innovative abilities. Meanwhile, in the current complex development environment, health entrepreneurship education is seen as a strategic choice for the development of universities and is positioned as a key breakthrough point. Health entrepreneurship education aims to meet the needs of universities. By strengthening the effective integration of resources such as talent, funds and facilities, universities can improve the quality of health and entrepreneurship education, stimulate students' innovation awareness and achieve a positive interaction between education and the development of the health industry. Ultimately, it enhances the comprehensive competitiveness of universities.

The booming economy of the Greater Bay Area provides more opportunities for college students to start businesses and innovate. But at the same time, it also puts higher demands on entrepreneurs. Entrepreneurial teams that lack core technology, risk awareness, and relatively weak competitiveness are more likely to face the risk of being eliminated in fiercely competitive markets. It is necessary

for universities to develop multi-level health entrepreneurship education. This form of education should fully meet the diverse needs of entrepreneurship education for college students and introduce practical activities. It provides students with more specific and personalized guidance and support. This healthy entrepreneurship education will help improve the comprehensive quality of college student entrepreneurs, enabling them to better adapt to and participate in the innovation and entrepreneurship wave of economic development in the Greater Bay Area. It can help college students better adapt to the rapid economic development of the Greater Bay Area, cultivate more competitive and innovative entrepreneurial talents, and more effectively participate in and promote healthy entrepreneurial activities. It can help promote sustainable economic development in the Greater Bay Area and build an innovative and healthy entrepreneurial system.

Nowadays, the global health industry is rapidly rising and becoming one of the engines of economic growth. The Greater Bay Area has gathered rich talents and resources. By strengthening health entrepreneurship education in universities, cultivating innovative talents, and cultivating professional talents with forward-looking thinking and practical skills, we can inject new vitality into the health industry and respond to its needs. In addition, professional talents will promote the deep integration of technology and health and the emergence of new technologies and models will drive the innovative development of the entire health industry chain. The geographical advantages and cultural diversity provide a natural platform for health and entrepreneurship education in universities, which can cultivate students' global perspectives in a cross-border integration environment. Strengthening health and entrepreneurship education in universities in the Greater Bay Area can help form a more internationally competitive talent pool and provide strong support for the Guangdong Hong Kong Macao Greater Bay Area to occupy a leading position in the global health industry.

The overall characteristics of the Greater Bay Area include openness, inclusiveness, efficiency, and innovation. These characteristics have become the driving force for regional value chain and even global upgrading. It helps to promote the development of industrial structure to a higher level. College students, as the group with the highest level of thinking activity and the most significant awareness of healthy entrepreneurship, are the core force in cultivating and accumulating entrepreneurial talents. It is necessary to improve the quality of entrepreneurship education in universities. By strengthening entrepreneurship education, universities can enhance the entrepreneurial enthusiasm and ability of college students. It created more favorable environmental conditions for their entrepreneurial practice.

3. Measures for health entrepreneurship education in universities in the Guangdong-Hong Kong-Macao Greater Bay Area

Universities had better build a health and entrepreneurship education system, strengthen health and entrepreneurship education, and meet the needs of modern society, especially the rise of the health industry. Universities clearly regard health entrepreneurship education as an important component of their core development strategy, ensuring that it occupies a strategic position in the overall development of universities. Universities should start from various aspects such as curriculum design, faculty construction and practical base construction to provide students with comprehensive and in-depth health and entrepreneurship education. In terms of curriculum design, universities introduce cutting-edge theoretical knowledge and practical cases of health entrepreneurship, and construct a comprehensive curriculum system that includes courses in fields such as health management, medical innovation, and pharmaceutical industry economics. It's not only provides students with a theoretical foundation, but also lays a solid foundation for their future development in the field of health entrepreneurship. At the same time, universities actively carry out industry university research cooperation, strengthen deep cooperation with health industry related enterprises, enhance the practical experience of teaching teams, introduce industry professionals as guest professors, organize students to visit actual projects, combine theoretical knowledge with practical experience, and help students better understand the operating mechanism of the health industry. In terms of practical base construction, universities should focus on building innovation and entrepreneurship incubation platforms. By establishing practical bases such as entrepreneurship incubation centers and health technology laboratories. It provides practical platforms and resource support for student innovation and entrepreneurship. This not only accelerates the incubation of student entrepreneurship projects, but also provides them with opportunities for in-depth cooperation with enterprises, promoting the efficient combination of theory and practice.

The first task of this article is to optimize the practice and development platform for healthy entrepreneurship in universities in the Greater Bay Area. The sound financial system, comprehensive policy support, and sound financing structure of the Greater Bay Area provide strong support for healthy entrepreneurship. The entrepreneurship education in the Greater Bay Area started early and formed an active entrepreneurial ecosystem, creating a good atmosphere for innovation and entrepreneurship activities. Universities can fully leverage their own advantages and rely on the advantages to support and elevate health and entrepreneurship education to a higher

level. Universities utilize the resource advantages of international platforms and hire professional experts and scholars as mentors to ensure that students are exposed to the latest theoretical and practical knowledge. At the same time, universities and enterprises cooperate to jointly improve one-stop and all-round pre incubation services, providing technical support, theoretical training, industry analysis, and professional consulting for teachers and students, and cultivating more innovative and practical talents. Secondly, it is to build a platform for health and entrepreneurship practice exchange among universities. Universities place more emphasis on cultivating student entrepreneurs. It lacks the stimulation and development of creative thinking among students.

By collaborating with different professional fields, students can gain different knowledge in entrepreneurship training. It includes professional knowledge in multiple fields such as medicine, business, and engineering. It not only helps to broaden students' horizons and cultivate their comprehensive ability to solve complex problems, but also helps them better adapt to various challenges in the field of health entrepreneurship. Secondly, open health entrepreneurship training emphasizes the sharing of educational resources. Universities have established cooperative relationships, sharing resources such as teachers, practical experience, and experimental facilities. It benefits students from the rich resources of different universities and enterprises. The sharing of educational resources not only enhances the depth and breadth of health entrepreneurship training. It also provides students with more practical and operational opportunities, enabling them to combine theory with practice.

4. Conclusion

The higher vocational colleges must pay attention to the development of health entrepreneurship education, by strengthening the emphasis on health entrepreneurship education in colleges and universities, building a health entrepreneurship education system in colleges and universities, building a diverse health entrepreneurship practice platform, and creating a healthy entrepreneurship training environment. Open education enables students to implement innovative knowledge and carry out innovative activities, promotes students' all-round development, enhances students' competitiveness, and enables students to contribute to social development.

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