

Discussion on Cultivating the Innovation and Entrepreneurship Ability of Medical Students in Medical Universities

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Abstract: After the national slogan of “Mass entrepreneurship, Mass innovation” was put forward, major universities began to attach importance to cultivating the innovative and entrepreneurial abilities of college students. The innovation and entrepreneurship education for medical students in medical colleges started relatively late, and they have insufficient experience in cultivating students’ innovation and entrepreneurship abilities. Therefore, medical schools need to take timely measures to solve some practical problems, so as not to affect the innovative and entrepreneurial abilities of medical students. This article focuses on exploring strategies for cultivating medical students’ innovative and entrepreneurial abilities.

1. Introduction

At present, China’s medical and health system reform has entered a critical period. In order to provide more convenient and high-quality medical services to the masses, it is necessary to accelerate the reform process of the medical industry. Higher medical education bears the important responsibility of cultivating medical talents and providing health services. It should attach importance to the combination of theoretical education and practical education to comprehensively improve students’ medical skills. As the country pays more and more attention to the education of college students’ innovative and entrepreneurial abilities, medical universities should actively seek a connection between school education and the actual needs of the public for health services, increase the training of medical students’ innovative and entrepreneurial abilities, and thereby provide higher talent resource support for promoting the rapid development of China’s medical industry.

2. The Necessity of Cultivating Medical Students’ Innovative and Entrepreneurial Abilities

In the context of the national strategy of achieving a healthy China, the demand for medical talents in society is no longer a single theoretical talent, but innovative talents with both theoretical knowledge and innovation and entrepreneurship capabilities. Only when more and more medical students have the ability to innovate and start a business can they develop more advanced scientific research achievements for the rapid development of the national medical industry. Therefore, it is of great significance for medical colleges to cultivate students’ innovative and entrepreneurial abilities. On the one hand, it can meet the national requirements for universities to enhance their own connotation construction. In the report of the 19th National Congress of the Communist Party of China, it was mentioned that “accelerate the construction of first-class universities and disciplines, and achieve the connotative development of higher education”. In the new era, higher education should keep pace with the times and constantly deepen reform, while strengthening the connotation construction, which is the direction of the future development of higher education. Medical education is an important branch of higher education, and medicine is related to national health. Improving medical standards is the basic work to achieve the goal of a healthy China. In higher medical education, in addition to focusing on cultivating students’ knowledge and skills, it is also necessary to strictly grasp students’ innovation and entrepreneurship education. This can not only help universities expand more educational potential, cultivate innovative medical talents in the new era, but also achieve the goal of improving their own content construction, and improve the

competitiveness of the universities themselves. On the other hand, it is conducive to improving the comprehensive ability of medical students themselves. At the 18th National Congress of the Communist Party of China, it was proposed to place the strategy of strengthening the country with talents at the core of national development, and strive to transform a large population country into a powerful human resource country. Therefore, higher medical education should gradually conduct in-depth research on innovation and entrepreneurship education for students, formulate scientific and standardized innovation and entrepreneurship education programs for medical students, transform the goal of cultivating practical talents into the goal of cultivating innovative and practical talents, and enable students to explore deeply and pursue innovation in the field of medical research. This can continuously improve the core competitiveness of medical students and improve their comprehensive abilities.

3. Current Situation of Cultivating Innovative and Entrepreneurial Abilities of Medical Students

3.1. Incomplete Rules and Regulations for Innovation and Entrepreneurship

Although there are innovative and entrepreneurial activities held in many medical colleges, there are not many students actively participating and the expected goals of the activities have not been achieved. The reasons can be divided into two aspects. On the one hand, medical colleges and universities do not invest much in education in innovation and entrepreneurship, do not build professional innovation and entrepreneurship venues, nor purchase the professional hardware and office equipment required for entrepreneurship. Most innovation and entrepreneurship activities are conducted in the form of theory, and there are not many practical opportunities, which is not conducive to improving and cultivating students' innovation and entrepreneurship capabilities. On the other hand, although medical colleges have been promoting innovation and entrepreneurship among students, many schools have not yet established a conversion system between professional course credits and innovation and entrepreneurship credits. Students' participation in innovation and entrepreneurship activities requires a lot of time and energy, as they need to collect and organize data, conduct practical surveys, and spend time discussing and planning. Medical majors have many courses and limited spare time, so many students are not highly motivated to participate in activities to cultivate innovation and entrepreneurship abilities.

3.2. Inadequate Innovation and Entrepreneurship Ability Cultivating System

The teaching content and curriculum system of medical colleges and universities are mainly based on professional medical knowledge, emphasizing theoretical knowledge and practical ability. They are highly professional and systematic, and have a lot of learning content. Therefore, there are relatively few innovative and entrepreneurial education involved in the teaching classroom. Due to the heavy learning tasks, students rarely think about innovation and entrepreneurship, and most of them do not actively study the content of innovation and entrepreneurship after class. In addition, for medical students, the knowledge structure they reserve is relatively simple, lacking the special abilities required for innovation and entrepreneurship, and it is difficult to cultivate them. In the final evaluation of most medical colleges and universities, the main reference standard is students' academic performance. As for other aspects, such as scientific research and innovation, quality development, and other activities, the proportion of scores is very low. It is such an evaluation system that many students dare not blindly choose innovation and entrepreneurship. Some students choose innovation and entrepreneurship courses also for the purpose of taking credit. In fact, they lack real thinking and lasting patience for innovation and entrepreneurship.

3.3. Misunderstanding of the Concept of Innovation and Entrepreneurship Education

Due to the particularity of higher medical education, its professionalism and systematicness are relatively strong, and medical schools have not implemented innovation and entrepreneurship education for a long time, so they have not accumulated much training experience. Currently, many

medical schools still have misunderstandings about the concept of innovation and entrepreneurship education, and their cognitive scope needs to be expanded. Some colleges and universities have not yet realized that the top priority of talent cultivation in the new era should be innovation and entrepreneurship education. Instead, they attribute it to employment guidance, which is equivalent to entrepreneurship and employment, or classify innovation and entrepreneurship education into comprehensive colleges and universities, which is not considered a key task for medical schools to cultivate students. In the view of medical students, innovation and entrepreneurship is a stopgap measure when they cannot find an ideal job. Few students consider innovation and entrepreneurship as their preferred direction of employment. The reason why students generally have this idea is related to the lack of correct guiding ideology in schools. Schools have insufficient understanding of the concept of innovation and entrepreneurship education, making it difficult to guide students to have more enthusiasm for innovation and entrepreneurship in the process of cultivating students.

3.4. Uneven Level of Innovation and Entrepreneurship Education Teachers

Cultivating the innovative and entrepreneurial abilities of medical students requires a systematic and scientific education system. However, the teachers serving as innovative and entrepreneurial education in most medical colleges and universities are administrative personnel, who generally have not received professional and systematic innovative and entrepreneurial education training, and lack teaching experience. Moreover, there is no real practical experience of innovation and entrepreneurship. The teaching is mainly based on theoretical courses, with a single teaching form and a lack of innovation. The academic research content on innovation and entrepreneurship is not in-depth and professional enough. In general, the overall level of the teaching staff for innovation and entrepreneurship education is not high and cannot provide comprehensive guidance to students, which is not conducive to improving the innovation and entrepreneurship ability of medical students to a certain extent.

4. Strategies for Cultivating Innovative and Entrepreneurial Abilities of Medical Students

4.1. Improving the Incentive Mechanism for Innovation and Entrepreneurship Education

Medical universities should conduct in-depth research on the imperfect incentive mechanism for innovation and entrepreneurship education, and improve the incentive mechanism based on the development situation and education plan of the colleges and universities. On the one hand, invest funds in innovation and entrepreneurship education, purchase advanced teaching equipment and high-quality teaching resources, conduct more medical innovation and entrepreneurship competitions, and simulate a real entrepreneurial environment to change the current situation of innovation and entrepreneurship theory teaching. Encouraging students to participate in competitions can not only explore talents for innovation and entrepreneurship, but also enhance students' awareness of innovation and entrepreneurship, broaden their horizons, and cultivate innovative thinking and abilities. On the other hand, medical colleges and universities should also improve the conversion system between entrepreneurship credits and professional course credits as soon as possible, appropriately increase the proportion of innovation and entrepreneurship research achievements in various scholarship evaluations, and stimulate students' enthusiasm to participate in innovation and entrepreneurship activities, which is conducive to cultivating and improving their innovation and entrepreneurship abilities.

4.2. Improving the Innovation and Entrepreneurship Ability Cultivating System

The prerequisite for medical colleges to achieve the goal of cultivating the innovative and entrepreneurial abilities of medical students is to have a complete training system and comprehensively deepen the reform of innovative and entrepreneurial education in all aspects. Firstly, professional innovation and entrepreneurship education institutions can be established in universities, which are dedicated to the professional and disciplinary construction of innovation and entrepreneurship education. Attention should be paid to integrating the concept of innovation and

entrepreneurship education into the complete teaching work, which can be used to solve the dilemma of rarely involving innovation and entrepreneurship education in the classroom due to the strong systematic structure of medical knowledge. Secondly, make appropriate adjustments to the curriculum. Studying the correlation between professional courses and innovation and entrepreneurship education can not only help teachers consciously participate in innovation and entrepreneurship education during the teaching process, but also solve the problem of students' low enthusiasm for participating in innovation and entrepreneurship due to heavy learning tasks and a single knowledge structure, thereby enabling students to actively understand various skills required for innovation and entrepreneurship, and purposefully improve their innovation and entrepreneurship abilities.

4.3. Creating a Good Atmosphere for Innovation and Entrepreneurship

For medical students, only in an environment with a strong atmosphere of innovation and entrepreneurship can they have greater interest and enthusiasm in innovation and entrepreneurship. Medical colleges and universities should change their misconceptions about innovation and entrepreneurship education, prioritize innovation and entrepreneurship education for students, actively create a good atmosphere of innovation and entrepreneurship, and guide students in ideology and consciousness. On the one hand, positive energy cases of choosing innovation and entrepreneurship can be disseminated on campus through media platforms, and rewards can be publicly offered to make them a role model for students. On the other hand, schools can often carry out innovation and entrepreneurship lectures, inviting experts, scholars, and outstanding entrepreneurs in innovation and entrepreneurship to share successful experiences with students, and improving their motivation to choose innovation and entrepreneurship (see Figure 1). These two approaches help gradually form a campus environment with a strong atmosphere of innovation and entrepreneurship, inspiring more students to join the innovation and entrepreneurship team.



Figure 1 Innovation and entrepreneurship lecture activity organized by the school

4.4. Strengthening the Construction of Teacher Team for Innovation and Entrepreneurship Education

Teacher teams are the main force guiding students' innovation and entrepreneurship and cultivating their innovation and entrepreneurship abilities. Therefore, the level of teachers' innovation and entrepreneurship guidance ability must be guaranteed. Medical colleges and universities should take measures to improve the existing teachers' innovation and entrepreneurship guidance ability as soon as possible. Because medical students choosing innovation and entrepreneurship require a broad vision and a certain degree of market insight, medical colleges need to adopt a combination of internal and external methods when cultivating guidance teachers, so that teachers have as many opportunities as possible to have contact with innovative and entrepreneurial enterprises in society. For example, medical schools can invite entrepreneurs, investors, and entrepreneurial guidance experts to attend lectures, or teach as part-time teachers for students. In addition, medical colleges and universities should also select teachers to study and investigate in enterprises, prepare special research reports on innovation and entrepreneurship education, and prepare for training medical students' innovation and entrepreneurship abilities.

5. Conclusion

In the new era, it is of great significance for medical colleges to focus on cultivating the innovative and entrepreneurial abilities of medical students. For the problems encountered in the actual training process, this article has proposed corresponding countermeasures, which can effectively alleviate the difficulties encountered in the current process of innovation and entrepreneurship education. The author believes that in the near future, there will be many comprehensive medical talents with both knowledge and skills as well as innovative and entrepreneurial abilities to achieve more advanced scientific research results in the medical field, contributing their own strength to the development of China's medical industry.

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