

Research on Innovation and Entrepreneurship and Talent Training Mode of College Students under New Situation

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Abstract: With the progress of the social economy in recent years, the Chinese government has introduced various policies to pave the way for the comprehensive promotion of innovation and entrepreneurship development. At the same time, various types of diverse innovation and entrepreneurship platforms have been rapidly promoted and popularized. As one of the main groups of innovation and entrepreneurship in the current new situation, college students are often affected by a series of factors such as their limited innovation ability, weak foundation of innovation and entrepreneurship teachers in universities, and lack of cultivation mechanisms, which makes it difficult to achieve the expected results of innovation and entrepreneurship in the end. Therefore, it is extremely necessary for universities to analyze the current situation of innovation and entrepreneurship among college students under the new situation and propose targeted practical strategies to clarify their future development direction. Based on this, this article conducts research on the innovation, entrepreneurship, and talent cultivation models of college students in the new situation.

1. Introduction

With the rapid development of the economy, the demand for talents in society has undergone tremendous changes. Cultivating innovative and entrepreneurial talents has become a strategic goal of talent cultivation in universities, which directly affects whether the talent cultivation in universities meets the needs of society, meets the requirements of talent in the new era environment, and can bear the burden of revitalizing the national cause. Therefore, comprehensively carrying out innovation and entrepreneurship education and forming a talent training model for innovation and entrepreneurship has become an inevitable trend in the development of the new era, and will also become the development trend of future higher education.

2. The Connotation of Innovation and Entrepreneurship Education for College Students

The so-called innovation and entrepreneurship education for college students is to cultivate individuals with creativity, adventurous spirit, independent work ability, and certain social management skills. With the constantly changing demand for talent in society, employers or individuals need to not only achieve success in their careers, but also increasingly value their innovation and independent work abilities. Therefore, universities regard entrepreneurial skills and entrepreneurial spirit as the basic goals of education, requiring attention to innovation education. The innovation and entrepreneurship education for college students must start from reality, cultivate their entrepreneurial awareness, improve their entrepreneurial ability, change their passive entrepreneurial concepts, and enable them to master entrepreneurial skills and methods. While continuously improving their own entrepreneurial ability, they must also cultivate their own ability to choose a career and adapt, laying the foundation for future entrepreneurial activities in society.

3. Problems in Innovation and Entrepreneurship Education for Chinese College Students

3.1. Inadequate Improvement of Innovation and Entrepreneurship Research Projects in Universities

At present, the most obvious problem in innovation and entrepreneurship education for college students in China is that the innovation and entrepreneurship research projects in universities are not perfect enough. From a practical perspective, the innovation and entrepreneurship process of college students must have good project content and technical and financial support, but the reality is that most universities often have limited resources. For example, most vocational colleges have relatively few teachers who can carry out scientific research projects, which directly leads to a lack of teacher guidance for college students in innovation and entrepreneurship. Even if college students apply for projects on their own, the success rate is extremely low. In addition, due to the lack of scientific research support, most college students' innovation and entrepreneurship projects can only roughly abandon this aspect of the project and seek alternative directions.

3.2. Some College Students' Weak Practical Ability

Some universities ignore their actual school situation and students' wishes in order to achieve innovation and entrepreneurship indicators, and only choose innovative and entrepreneurial topics in a standardized manner, holding preaching style innovation and entrepreneurship lectures. As a result, college students who originally lack interest in this field can only participate in it step by step. The group of students with weaker practical abilities may also develop resistance towards "innovation and entrepreneurship" over time, leading to a further decline in their interest in learning and practical abilities.

3.3. Limited Level of Innovation and Entrepreneurship Teachers

The level of innovation and entrepreneurship teachers often determines the upper and lower limits of innovation and entrepreneurship for college students. At present, most innovation and entrepreneurship teachers in universities are mainly composed of ideological and political course mentors and counselors. Although they have some teaching experience and a good political theoretical foundation, they do not have desirable innovation and entrepreneurship experience, and their practical experience is relatively lacking. In addition, they do not have relevant scientific research projects to support them. During the teaching process, they mainly focus on theoretical explanations and showcasing successful cases of others. Their guidance on innovation and entrepreneurship for college students is extremely limited, and they cannot fully meet the diverse needs of students during actual teaching. At the same time, teachers with rich scientific research experience in universities may believe that college students' innovation and entrepreneurship abilities are relatively lacking, and often do not include them in their own research groups. This makes it difficult for college students to be guided and solve problems themselves during the innovation and entrepreneurship period at present.

3.4. Lacking of Professional Standardization in Innovation and Entrepreneurship Mechanisms

The lack of professional standardization in the innovation and entrepreneurship mechanism is also a major problem in the innovation and entrepreneurship process of Chinese college students. Although most universities have a clear understanding of the importance they attach to innovation and entrepreneurship education, due to limited development time, the vast majority of universities have not yet formed a systematic and comprehensive management mechanism for innovation and entrepreneurship education. This mechanism only has a rough framework and regulations in daily control and effective talent cultivation, and the detailed rules still do not have a scientific and professional normative reference basis. These have caused certain obstacles to the stable development of innovation and entrepreneurship education in China.

4. The Talent Training Mode in Innovation and Entrepreneurship Education for College Students under the New Situation

4.1. Clarifying the Training Objectives for Innovation and Entrepreneurship

Establishing scientific and effective goals for innovation and entrepreneurship education can fundamentally improve the quality of education and effectively promote the construction of the innovation and entrepreneurship education system. The OBE education concept requires determining talent cultivation goals based on social needs and enhancing the pertinence of innovation and entrepreneurship cultivation goals. By hiring industry association experts, successful entrepreneurs, and representatives of graduates who have worked for 5 years to participate in the determination of innovation and entrepreneurship education goals, the goals are decomposed into indicator points that adjust with changes in social demand, ensuring that innovation and entrepreneurship talent cultivation and economic and social development are synchronized.

4.2. Improving the Construction Level of Innovation and Entrepreneurship Curriculum System

Firstly, the construction of the innovation and entrepreneurship curriculum system should not be separated from professional courses, but should be deeply integrated with disciplines and majors. For students with innovation and entrepreneurship intentions and innovation and entrepreneurship projects, elective courses for innovation and entrepreneurship should be offered that combine their majors. In the final semester after the internship, a cross disciplinary and interdisciplinary VBSE innovation and entrepreneurship comprehensive training course is offered to all students, which enhances their innovation and entrepreneurship abilities and cultivates their literacy throughout the entire training process.

Secondly, establishing innovation and entrepreneurship education modules that are suitable for professional education in each professional training program, construct an innovation and entrepreneurship curriculum matrix corresponding to the cultivation goals of this major, and integrate innovation and entrepreneurship thinking elements into the teaching of each professional curriculum during the process of formulating the professional curriculum syllabus. In addition, each major's elective course module should offer at least one cutting-edge course integrated with innovation and entrepreneurship education, in order to enhance students' practical ability of "integration of expertise and innovation".

4.3. Strengthening the Co-construction with Social Resources and the Practice of Innovation and Entrepreneurship Education

Firstly, based on the virtual simulation experimental platform of the experimental teaching center, we will strengthen the deep interaction between teachers and students in innovation and entrepreneurship education, optimize the path of practical teaching methods, and promote the improvement of "innovation and entrepreneurship" course teaching, especially practical teaching. Increase the proportion of practice in teaching, promote teachers to integrate the latest research results and practical experience in the industry into practical teaching, and encourage students to participate in innovation and entrepreneurship practices in social industries through innovation and entrepreneurship competitions and projects. Cultivate students' comprehensive quality and strength in innovation and entrepreneurship, and achieve the goal of promoting teaching, learning, and innovation through competitions.

Secondly, the school should carry out the top-level design and overall planning of innovation and entrepreneurship education, with the fundamental goal of enhancing students' innovation and entrepreneurship spirit, ability, and literacy. On the basis of improving the innovation and entrepreneurship education system, the school should coordinate and coordinate the work of innovation and entrepreneurship education, and clarify the division of responsibilities among relevant departments. Universities should strengthen the construction of innovation and entrepreneurship teacher teams, hire industry experts and individuals with rich innovation and entrepreneurship experience from industry associations and enterprises as part-time teachers, and

enrich the innovation and entrepreneurship teacher team. Universities and governments, industries, enterprises, and associations collaborate to build innovation and entrepreneurship centers, maker spaces, and incubation bases (as shown in Figure 1). Universities should cultivate innovative and entrepreneurial achievements with market potential, promote the incubation and transformation of achievements, and do a good job in listing and tracking services for innovation and entrepreneurship demonstration bases, exploring new ways to cultivate high-quality applied talents.



Figure 1 Ya'an Vocational and Technical College Maker Space.

4.4. Improving the Innovation and Entrepreneurship System and Operating Mechanism

The school, innovation and entrepreneurship center (college), and secondary colleges jointly improve the innovation and entrepreneurship system and operational management mechanism.

Firstly, improve the evaluation mechanism for innovation and entrepreneurship talent cultivation, and organically link the evaluation of innovation and entrepreneurship talent cultivation with the training objectives, graduation requirements, and course training objectives of professional training programs. In the training objectives and graduation requirements of the professional training plan, the requirements for the cultivation of innovation and entrepreneurship knowledge, thinking, ability, and quality should be clearly defined. The curriculum training objectives should be linked to the graduation requirements index points achieved by innovation and entrepreneurship, and the support of the curriculum training objectives for the graduation requirements index points achieved by innovation and entrepreneurship should be optimized. Establish an academic evaluation system centered on innovation and entrepreneurship knowledge, thinking, abilities, and literacy. By improving the system of multiple assessment subjects for innovation and entrepreneurship teachers, professional teachers, students, industry associations, and enterprises, and comprehensively utilizing various assessment carriers such as homework, test papers, analysis, design, and experimental practice, a process oriented innovation and entrepreneurship academic evaluation system is established.

Secondly, improve the incentive mechanism for innovation and entrepreneurship. On the one hand, we will introduce incentive policies for the transformation of scientific and technological achievements, create a good atmosphere for innovation and entrepreneurship, encourage teachers to carry out scientific and technological research and transformation, increase efforts to support innovation and entrepreneurship among teachers and students, and self entrepreneurship, in order to industrialize scientific and technological achievements. Include indicators such as the degree of achievement in cultivating innovation and entrepreneurship abilities and literacy in the curriculum training objectives, the support for innovation and entrepreneurship indicators in graduation requirements, and the effectiveness of innovation and entrepreneurship work into the scope of teacher performance evaluation and professional and technical position evaluation. On the other hand, we will improve the support for innovation and entrepreneurship among college students, establish innovation and entrepreneurship scholarships, funds, and other special support funds, and provide comprehensive guidance services for students engaged in innovation and entrepreneurship.

5. Conclusion

In summary, innovation and entrepreneurship have become the mainstream trend in China's current society. Universities need to keep up with the pace of the times, innovate talent cultivation

models, and cultivate more comprehensive talents with innovative thinking and entrepreneurial skills for society.

References

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