

The Theory and Practice of Innovation and Entrepreneurial Education of Architectural Engineering Students in Colleges and Universities

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Abstract—With the continuous increase of employment pressure in our country, China has adopted a series of measures. Under the background of the popularization of higher education, the number of university graduates in China has soared. In order to cope with the severe situation in which college graduates find employment difficult, government departments have introduced various policies to encourage colleges and universities to carry out entrepreneurship education, which has led to the rapid development of college entrepreneurship education. Innovation and entrepreneurship education is a "systematic integration" education activity that cultivates students' all-round and multi-disciplinary qualities. Social entrepreneurship education focuses on cultivating students' sense of social responsibility, responsibility, and innovation. It is a new expansion of entrepreneurship education. This article first summarizes the development of domestic entrepreneurship education and social entrepreneurship education, and then analyzes the role of innovation and entrepreneurship education of college students of architectural engineering in fostering high-quality innovation and entrepreneurial talents. It explores the practice of social entrepreneurship education in colleges and universities of colleges and universities, and proposes college engineering projects. It recommends that college students to carry out social entrepreneurship education.

Keywords—Construction Engineering, Innovation and Entrepreneurship Education, Status Quo, Practice

I. INTRODUCTION

Innovation and entrepreneurship education is a kind of educational activity that cultivates students' innovative entrepreneurial spirit, shapes students' innovation and entrepreneurial personality, enhances students' innovative and entrepreneurial comprehensive quality, and improves students' innovation and entrepreneurial ability. The core connotation of innovation and entrepreneurship education is to change the traditional education ideas, update the backward educational concepts as a guide^[1], and use the innovation and entrepreneurship education in combination with the construction engineering education, the entire university-oriented students, and the integration of talent cultivation as a basic principle to shape students. The innovation and entrepreneurial personality of students, the improvement of students' overall entrepreneurial and entrepreneurial qualities, and the improvement of students' ability to innovate and start their businesses are the core. The focus is on reforming and innovating personnel training models to constantly improve the quality of innovation and entrepreneurship training. At present, the theory and practice of innovation and entrepreneurship education are still at the stage of exploration and start. It is necessary to conduct in-depth research in light of national conditions and education status to enrich the basic theories related to innovation and entrepreneurship education^[2]. How to cultivate the students' consciousness of innovation and entrepreneurship in college construction engineering has a great influence on the contemporary era. This article analyzes the role of innovation and entrepreneurship education for college students of architectural engineering in promoting the cultivation of high-quality entrepreneurial talents, explores the practice of social entrepreneurship education in architectural engineering universities, and puts forward suggestions for college students of architectural engineering to carry out social entrepreneurship education.

II. EASE OF USE

A. The Theoretical Significance of Innovation and Entrepreneurship Education

What is the ultimate goal of innovation and entrepreneurship education in university construction projects, and what kind of effect must be achieved is the first question that must be clarified for all colleges and universities that launch innovative entrepreneurship education^[3]. This is also the key basis for the establishment of this course. For the colleges and universities that set up innovative entrepreneurship education courses, their main goals must be based on the needs of social development, based on the perspective of the training objectives of architectural engineering as well as the perspectives required for students' physical and mental development. Generally speaking, this goal is to focus on stimulating students' innovation, entrepreneurial awareness, spirit, ability, and sense of responsibility, and to cultivate the basic quality and personality of the innovation and entrepreneurship of the education target, and to promote the basic awareness, quality, psychology, and ability of innovation and entrepreneurship. , cultivate the consciousness and habits of actively carrying out learning and research, and be able to adapt to society and independently work and live.

The theoretical significance of the research on innovative entrepreneurship education and curriculum development is mainly as follows:

The first is to help update the educational concept. The core of innovation and entrepreneurship education is the concept of new-type education. This study has combed and summarized the theories related to innovation and entrepreneurship education, and can enhance readers' understanding and understanding of the definition and extension of this concept^[4].

The second is to contribute to the development and deepening of educational theories. Nowadays, the subject of innovation and entrepreneurship education in colleges and universities has become a new growth point of educational theory. The orientation of this educational activity, as well as the integration of this new educational content with other architectural engineering education and curriculum design innovation^[5], will all make new contributions to the further development and deepening of existing educational theories.

The practical value of research on innovation, entrepreneurship education and curriculum development is:

Firstly, the implementation of innovation and entrepreneurship education in colleges and universities can integrate this education content into the process system of national talent training^[6], which can prompt the change of China's existing talent training model and provide new ways for the current quality education practice.

Second, in setting the course of innovation and entrepreneurship education curriculum, it must make new and existing curriculum courses of architectural engineering fuse efficiently, must be optimized for existing construction engineering course system, which in turn play a role in the optimization update the knowledge structure of the object of education.

In short, the main purpose of innovation and entrepreneurship education in colleges and universities is to transform the ideas, thoughts, and related theories of innovation and entrepreneurship education into the organic composition of the existing curriculum systems and programs of colleges and universities, so that the university can effectively implement innovation and entrepreneurship education through this curriculum and develop new eras. Develop the necessary talents.

B. Problems Existing in the Innovation and Entrepreneurship Training of Architectural Engineering Students in Chinese Universities

In the course of the cultivation of innovative and pioneering talents in construction projects , although all universities and colleges have achieved certain achievements, due to factors such as traditional culture and exam-oriented education systems, the ability and practical ability of talents cultivated by universities in China are not strong. The ability to adapt and participate in international competition is weak, and there is a shortage of innovative and entrepreneurial talents in all walks of life in China^[7], especially the shortage of high-level innovation and entrepreneurial talents in key areas. The current level of innovation and entrepreneurship training and the status of talents in Chinese universities cannot yet fully meet the needs of the country's development strategy and the needs of economic and social development. There are still significant gaps compared with international developed countries. Mainly as follows.

1) The training of a single entity

At present, China's construction engineering innovation and entrepreneurial talent training mainly rely on colleges and universities, the training of the main single, which does not meet the law of innovation and entrepreneurship training. Cultivating innovative and entrepreneurial talents is a systematic and complicated project that requires multi-sector cooperation among schools, governments, and society, especially the active participation of industrial enterprises. Colleges and universities must be open to schooling^[8], broaden the scope of training subjects, and take the road of school-enterprise cooperation in cultivating innovative entrepreneurial talents, so as to form a complete innovation and entrepreneurial talent cultivation chain.

2) Ignore the shaping of student's personality

To build a talent training mode for innovation and entrepreneurship, we must first change the traditional concept of test-oriented education and the mode of running a school. The traditional exam-oriented education concept centers on disciplines, focuses on theory and practice, and adopts indoctrination teaching methods. The main criterion for measuring the merits of students is to look at the level of test scores^[9]. My country universities to model innovation and entrepreneurship culture with varying degrees of innovation, has made some achievements, but the traditional examination-oriented education concept deeply rooted, cultivate students still find the standard answer of tools, spare although written, but innovation and entrepreneurship Insufficient mental and hands-on skills, dare not take risks that entrepreneurship may bring. The result of adhering to this backward exam-oriented education concept to cultivate talents is to some extent neglecting the cultivation of students' personality and ability.

3) Separation of Innovation, Entrepreneurship Education and Architectural Engineering Education

At present, Chinese higher education is mainly based on architectural engineering education. Colleges and universities carry out construction engineering education according to the established curriculum system in accordance with the talent training program for construction projects^[10]. Therefore, if we want to scientifically and rationally integrate innovation and entrepreneurship education with education of architecture and engineering, we must definitely not only increase the number of innovation and entrepreneurship courses, but also integrate innovation and entrepreneurship education in all aspects of the talent training program and curriculum system for construction projects. Concept. However, most universities in China do not have a comprehensive understanding of innovation and entrepreneurship education. They do not incorporate the education of diversified talents for innovation and entrepreneurship into the talent training system for construction engineering education.

The integration of innovation and entrepreneurship education and construction engineering education is not closely integrated. The relationship between innovation and entrepreneurship education courses and architectural engineering learning is not even related to each other, resulting in the separation of innovation and entrepreneurship education and construction engineering education. The innovation and entrepreneurship knowledge and building engineering knowledge absorbed by students exist independently in the mind and cannot be used in practice. The innovation and entrepreneurship education carried out in colleges and universities and market demand and the society's demand for talents are difficult to effectively integrate.

4) Backward education concept

The educational concept has the significance of guiding the practice of oriented education. The educational concept determines the training mode of talents. In developed countries such as Europe and the United States, humanistic education that advocates the development of personality and the ability to innovate and innovate has a long history. The student-centered education concept has been deeply rooted in people's hearts. The education method to find the correct answer has been deeply ingrained in our country's educational philosophy. The exam-oriented education system aims to teach students to find the standard answer, and emphasizes theory and practice. The result of this educational concept is that students learn how to find the right answer, but At the same time, it lost the most important creative divergent thinking and innovative capabilities.

III. THE NEW IDEAS FOR STUDENTS OF CONSTRUCTION ENGINEERING

A. Establish a Basic Platform for Colleges and Universities in Architecture and Engineering Innovation and Entrepreneurship Education

The main purpose of the basic platform courses for innovative and entrepreneurial education in university construction engineering is to help students establish a good sense of innovation and entrepreneurial spirit, so that students can systematically learn the knowledge content associated with innovation and entrepreneurship in a relatively short period of time, so that they have a basic theoretical basis. At the same time, it also helps students to form a correct view of employment, and thus lay a good foundation for future business. Judging from the characteristics of the curriculum platform, it can be specifically promoted through various forms such as public compulsory courses or quality development courses. From the perspective of the curriculum content, the platform should involve curriculum content related to innovation and entrepreneurship awareness and knowledge. The main purpose of the former is to further enhance students' sense of innovation and spirit of innovation in order to help students build a good entrepreneurial psychological quality; the latter aims to enhance the students' basic knowledge related to innovation and entrepreneurship^[11].

B. Building a Platform for Colleges and Universities to Carry out Innovation in Innovative Engineering Courses

The curriculum innovation and entrepreneurship ability of architectural engineering is inseparable from the support of professional education in construction engineering . In the teaching process, the two should be integrated to the greatest extent possible. In the teaching of specialized courses, timely, appropriate, and appropriate increase in content related to innovation and entrepreneurship should be appropriate. , And to further adjust and reform the curriculum content and knowledge structure system of architectural engineering , and strive to enhance students' professional capabilities while further enhancing their innovative and entrepreneurial capabilities. Judging from the current stage, there are certain difficulties for the development of this type of course, both for schools and for teachers. However, even if this is the case, we must make great efforts to promote their specific development. At this time, innovative entrepreneurship education courses lacking professional knowledge are just like Rootless, it is difficult to continue to deepen. From the current situation of education in colleges and universities the majority of our point of view, the degree of integration in teaching entrepreneurship and innovation to be further improved, lack of teachers and textbooks, but even so the fusion of consciousness have gradually built up. To this end, in the professional curriculum system, due consideration may be given to enhancing the content related to market research, innovation and entrepreneurial success cases, etc., so as to enhance the integration of professional education and innovation and entrepreneurship education.

C. Construction Engineering Innovation and Entrepreneurship Education Curriculum Practice Platform

The construction engineering innovation and entrepreneurship practice courses are mainly the integration of innovation and entrepreneurship activities with professional practice. The most important feature of the platform is to break the boundaries of teaching materials and classrooms, and allow students to expand their learning and living areas. In the process, they must not only emphasize the professional knowledge of students, but also pay close attention to the actual needs of society. Only in this way can students be helped. The seamless integration and effective integration of the learning process with social needs will provide more valuable talent to the community while enhancing students' comprehensive practical ability. The construction of practical training simulation bases was strongly promoted around the characteristics of construction projects, and it was based on its effective promotion of the practice of innovation and entrepreneurship in construction projects. Make full use of existing teaching and technology and other bases or gardens and other resource advantages, as well as supporting supporting service systems, and increase or expand the scale of special funds related to the cooperation of production, education and research, and provide for the cooperation of production, education and research.

IV. CONCLUSION

Through in-depth research on the innovative entrepreneurial talent training model in colleges and universities, in order to enable university construction projects to effectively serve our country's economic development and regional economic development, we must establish the concept of contributing to development, with ability structure, core quality, and development quality. As the main line, in accordance with the business specifications that the innovative and entrepreneurial talents cultivated in the construction project should possess, follow the basic principles of open education, combination of theory and practice. The construction of innovative talents training model for university construction engineering has a reference value for the construction of innovation and entrepreneurial talents in various construction projects. It is used to improve the employment competitiveness of architectural engineering students, help graduates realize their own entrepreneurship to ease the current severe employment pressure, and accelerate technology The transformation of achievements has enabled the construction project to serve the development of the local economy, and it has a theoretical significance to promote economic development.

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