

Practice and Exploration of Innovation and Entrepreneurship Education in Preschool Education Based on the New Normal

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Abstract—Strengthening entrepreneurial education for college students and improving their entrepreneurial ability are the new requirements for China's economic development to enter a new normal. Strengthening college students' innovation and entrepreneurship education under the new normal is the new requirement of economic and social development for higher normal education, and it is also a new requirement for teachers' own growth and talents. This article is to promote innovation and entrepreneurship education. Teachers preschool institutions of higher learning, should be combined with their own reality, to develop practical innovation and entrepreneurship education plan, explore conducive to innovation and entrepreneurship education platform for students to build multi-level college students innovation and entrepreneurship education system in order to stimulate student interest and potential, develop more innovative entrepreneurial talent for the country and society.

Keywords—*preschool education, innovation and entrepreneurship, education*

I. INTRODUCTION

Innovative entrepreneurship education is an educational process that fosters creative talents with innovative spirit, pioneering consciousness, entrepreneurial ability, social and management skills. However, how to carry out and effectively implement innovative entrepreneurship education is a question worth pondering and exploring. Strengthening college students' innovation and entrepreneurship education under the new normal is the new requirement of economic and social development for higher normal education, and it is also a new requirement for teachers' own growth and talents. The study of entrepreneurship education in this paper is an inevitable trend of higher education reform. The effective development of entrepreneurship education must be organically integrated with professional education. Analyze the problem barriers in current preschool education and propose solutions. For example, it is necessary to carry out comprehensive innovations in terms of campus atmosphere, curriculum, teaching methods and teacher quality, in order to effectively improve students' entrepreneurial awareness and entrepreneurial ability.

II. THE NECESSITY OF INNOVATION AND ENTREPRENEURSHIP EDUCATION IN PRESCHOOL EDUCATION

A. *In Line with the Needs of Success of College Students*

Innovative entrepreneurship education is an extension of the quality education of normal students. It fosters the professionalism, innovation ability, subject knowledge and teacher skills of normal students, which is conducive to the comprehensive development of normal students and the goal of quality education. To carry out entrepreneurship education, students need to have a strong comprehensive quality, promote the all-round development of students, and promote students to comprehensively improve their overall quality, which will certainly contribute to the realization of quality education goals. Innovative entrepreneurship education and services not only meet the requirements of the development of the times for the cultivation of talents in schools, but also the needs of students to grow up.

B. *The Inevitable Choice to Achieve Sustainable Development of Pre-School Education*

In recent years, the reform of higher education has developed in depth, and the competition space between universities has been fierce. Higher normal colleges face fierce competition in education training and employment, and the monopoly of higher education has been broken. At the same time, modern society requires colleges and universities not only to require students to master theoretical knowledge, but also to cultivate students' innovative spirit and innovative ability. Higher vocational normal schools must strengthen the innovation and entrepreneurship education for normal students, encourage them to dare to innovate and create, meet the needs of the society for new early childhood education talents, expand the competitiveness of employment, and achieve the sustainable development of preschool education.

C. *Enterprise Education for Normal Students' Employment*

At present, the employment pressure of normal college students is high, and the employment situation is severe. Although the employment rate of pre-school education is relatively better in recent years, it is also facing tremendous pressure under the new normal. At present, there are already 23 provinces, municipalities and autonomous regions in China that have implemented the reform of the national qualification examination for teachers. After the reform, the distinction between normal students and non-teachers will no longer be divided, the entry threshold for teachers will be raised, and the lifelong system of teachers will be broken. A regular registration system will be implemented. This means that non-teachers have begun to "grab" the post of teachers, which has a greater impact on the employment of preschool teachers. When they face employment difficulties,

starting a business is undoubtedly a feasible and effective way to solve the employment of college students. Successful entrepreneurship will drive a group of college students to work and improve their entrepreneurial employment services. Building an innovative and entrepreneurial education system will gradually promote students to achieve entrepreneurship and greatly ease the pressure on social employment.

III. THE PROBLEMS EXISTING IN PRESCHOOL EDUCATION MAJORS IN ENTREPRENEURSHIP EDUCATION

A. *Pre-professional integration of entrepreneurship education and professional education improper*

At present, colleges and universities are walking on two legs in pre-school education, entrepreneurship education and professional education. They cannot be well integrated. Entrepreneurship education is always free of professional education. Most colleges and universities in China pay more attention to professional education in education mode. Cultivate, pay attention to the study of students' book knowledge and course teaching. There are more theoretical courses in teaching content, less practical courses and less innovation ability. In the form of teaching, the test papers are mainly used, and the students' hands-on practice ability is weak. The training for students to acquire knowledge and ability alone is not enough. Entrepreneurship education is more about the spontaneous behavior of students, or it is organized by the student management department and lacks the guidance of specialized teachers. More colleges and universities have not incorporated entrepreneurship education-related courses into their training programs. Even if some colleges and universities' talent training programs involve entrepreneurship education, there are few class-based courses and more elective courses. In summary, entrepreneurship education and professional education are walking on two legs, in a state of disconnection, and there is no proper integration.

B. *Preschool education professional entrepreneurship education awareness is not strong*

The main reason is that preschool education is not strong in entrepreneurship education. The main reasons are the majority of students in pre school education, lack of entrepreneurial awareness, lack of confidence in entrepreneurship, and most of the women's traditional ideas, and more inclined to stable and stable work. Gender discrimination and gender prejudice in the traditional social culture also restrict women's entrepreneurship. It is considered that women are better than women, and even the friends around them have a negative and ridicule attitude towards women's friends. All of these are the reasons for hindering women to start their business. There are few male students who are engaged in this major after graduation. Most male students do not want to work in kindergartens. They think that preschool teachers are mainly coaxing children, and their wages are low. They are not enough to pay later family expenses and lack interest in preschool education. All these are the important reasons for the lack of awareness of entrepreneurship in preschool education major.

C. *Entrepreneurship education curriculum is single, lack of practical guidance*

At present, most colleges and universities have taken entrepreneurship education as an elective course, even if the curriculum of entrepreneurship education is only limited to one to two courses, and these courses are also open to students in the whole school, usually in the form of public courses, lack of targeted courses, school requirements are not in place, Students' initiative is not high, and students generally lack guidance in entrepreneurship education. There are few guidance on the practice of entrepreneurial practice. The entrepreneurship education should pay more attention to practice, but the practice of entrepreneurship in various colleges and universities is seldom carried out. Even if a few schools have held a business competition, there are also problems such as insufficient attention, poor influence and lack of pertinence. It is very popular to invite business entrepreneurs, out of school experts and successful alumni to do the exchange of experience. However, there are fewer activities in the organization of colleges and universities and less activities in pre school education.

IV. EXPLORATION OF THE PRACTICE SYSTEM OF INNOVATION AND ENTREPRENEURSHIP IN PRESCHOOL EDUCATION

A. *To Create a Campus Culture of Entrepreneurship, Stimulate Preschool*

It is very important for the colleges and universities of professional students to cultivate entrepreneurial talents to create a strong entrepreneurial atmosphere on campus. This atmosphere is the recessive course of entrepreneurship education. The latent role is very great. It can further arouse the entrepreneurial consciousness of teachers and students, fully stimulate the enthusiasm of the teachers' Entrepreneurship Education, and encourage the students to improve constantly. The quality of your own business. We should make use of the propaganda tools such as the school's radio, school newspaper, school journal, plate newspaper and window, so as to publicize the tenet of the University, and make the idea of innovation and entrepreneurship deeply rooted in the hearts of the people. We should pay more attention to the daily, institutionalized, standardized and long-term entrepreneurship education. We should set an example for pioneering and successful business, propagandize their entrepreneurial deeds, make full use of the resources inside and outside school, organize business lectures, business forums, and alumni successful business reports. Through propaganda, schools and teachers form a good atmosphere of "encouraging students to start a business, support students to create a business, help students create a good business". Students form a strong atmosphere of "everyone knows innovation, everyone wants to innovate and everyone is creative". In addition, for preschool education students to take the majority of girls, we should excavate the excellent quality of female entrepreneurship, set up the typical female successful business, invite women entrepreneurs to report, so as to stimulate the enthusiasm of the preschool education girls, establish their confidence in entrepreneurship, and gradually become self-conscious action. When the entrepreneurial awareness of preschool education students is fully stimulated and the passive employment concept has been transformed into active entrepreneurship, they are not only the owners of knowledge, but also entrepreneurs who can create wealth by using the knowledge they have learned.

B. Reconstruction of Preschool Education Curriculum System, the Integration of Professional Education and Entrepreneurship Education

Teaching is the main channel for the implementation of education. As an important content and goal of higher education, the training of entrepreneurship education and the basic quality of students' entrepreneurship can not be separated from the main channel of teaching. It is necessary to integrate the basic quality of the students to integrate the curriculum structure, to build a new curriculum system adapted to it, and to make a timely reform in the teaching methods. In the construction of the curriculum system, we should do the following:

First, revise the syllabus of pre school education, bring the curriculum of entrepreneurial education into the syllabus as a required course, and appropriately increase the number of entrepreneurship courses and the proportion of hours, such as the establishment of "foundation for college students", "training for key abilities of employment and entrepreneurship", "business practice guidance" and "case analysis of entrepreneurship". And so on, through the training of these entrepreneurial courses, students can grasp the knowledge and ability that they should possess as soon as possible.

Second, the proportion of practical courses should be increased in the syllabus, such as children's game and toy design, children's art and education, children's music and education, young children's dance and education, children's sports and education, three words and one painting, children's courseware making, children's manual production, animation production, kindergarten curriculum development and kindergarten environment. Design, child exercises and passwords, case studies of early childhood education, activities design for children, kindergarten probation, kindergarten internship, etc. The proportion of these skills courses should be properly increased, the teaching content should meet the characteristics of pre school education, and the hardware should be ensured for students to do enough exercises.

C. Grasp the Business Practices, Strengthen the Training Base Construction

Pre-school education is a practical and practical profession, so it should be strengthened in the practical training of students. It is also the penetration and strengthening of entrepreneurship education while strengthening practical training. Combine the second class to strengthen students' entrepreneurial practice activities. Let the kindergarten not only become an internship base for preschool education students, but also an entrepreneurial practice base to effectively cultivate the entrepreneurial spirit and entrepreneurial ability of preschool education students.

D. Strengthen the Building of Entrepreneurship Education Teachers

To effectively carry out entrepreneurship education, it is necessary to cultivate a large number of compound teachers with entrepreneurial awareness and entrepreneurial experience. At present, there are not many teachers with entrepreneurial education quality in China, which is not enough to support the entrepreneurship education of the whole university. Taking pre-school education as an example, teachers who carry out entrepreneurship education and training generally come from two aspects: one is the teacher who used to work in pre-school education, teaches some basic theoretical knowledge of kindergarten management, and the other is the employment guidance teacher of the student office. , teach some courses in college entrepreneurship guidance. The common weakness is that entrepreneurship education teachers belong to the academic school. They lack the experience of early childhood education and entrepreneurship, and they have no experience in kindergarten employment. When conducting pre-school education for entrepreneurial education, there is more pure knowledge. In order to strengthen the practicality of pre-school education professional entrepreneurship education, we should actively select a group of teachers with strong entrepreneurial awareness and certain entrepreneurial experience to serve as full-time teachers in entrepreneurship education, and create all favorable conditions for the existing teachers to carry out professional training in entrepreneurship education. Teacher-type "startup teacher team.

V. CONCLUSION

Pre-school education professional entrepreneurship education practice system construction is a systematic and scientific process, which determines that researchers should focus on the broad concept of entrepreneurship education, from the aspects of entrepreneurial awareness, entrepreneurial atmosphere, entrepreneurial methods and teacher construction. Pre-school education professional entrepreneurship education practice system, in order to achieve the unity of the theory and practice of pre-school education students in the entrepreneurship education, the combination of time and space, to provide strong support for the country to cultivate innovative talents.

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