

Research on the Innovation and Entrepreneurship Education in Undergraduate Colleges and Universities from the Perspective of Application-Oriented Talent Training

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Abstract: Although the innovation and entrepreneurship education makes great progress in undergraduate colleges and universities of China, there are still some problems in the aspects of schools, students and society. Problems include the lack of innovation and entrepreneurship education concept, the relatively weak ability and quality, as well as the weak environmental atmosphere. Under the background of training applied talents, undergraduate colleges and universities should improve the innovation and entrepreneurship education system, stimulate students' vitality in innovation and entrepreneurship, and create the good innovation and entrepreneurship atmosphere, in order to promote the reform and development of innovation and entrepreneurship education in colleges and universities.

1. Introduction

In the era of mass entrepreneurship and innovation, industry-education integration and collaborative training are the call of the times. Undergraduate colleges and universities follow the development trends of the times and walk out of their own way on innovation and entrepreneurship education. But the author also finds out that the traditional innovation and entrepreneurship education concept and model can not meet the needs of current social development. Under the application-oriented talent training concept, it is of great significance to explore the innovation and entrepreneurship education models which are in line with the undergraduate colleges and universities and can promote the development of the application-oriented undergraduate colleges and universities.

2. Main Problems of the Innovation and Entrepreneurship Education in Undergraduate Colleges and Universities

At present, undergraduate colleges and universities in China are actively exploring the path of carrying out innovation and entrepreneurship education. They seek to establish a sustainable development education mode with mutually inclusive education means, as well as and the unified interests of students, schools and the society. Specifically speaking, problems in innovation and entrepreneurship education are reflected from following perspectives.

Firstly, the theoretical research and practical experience on innovation and entrepreneurship education need to be deepened. There are no consensus on the specific contents, the value significance and the social concepts of innovation and entrepreneurship education. Because the innovation and entrepreneurship education is still in the initial stage, most teachers and students cannot correctly understand the meaning of innovation and entrepreneurship education. They fail to realize that the essence of innovation and entrepreneurship education is actually a kind of quality-oriented education. The core goal is to cultivate and improve the "innovation and entrepreneurship quality" of college students, help them to understand the value of innovation and explore their own creative potential. The goal is to develop all-round education and improve the quality of talent training.

Secondly, innovation and entrepreneurship education does not have a perfect guarantee system. Innovation and entrepreneurship education is a complex system engineering, which needs the

cooperation and mutual-promotion of multiple departments and secondary colleges. In fact, due to the lack of corresponding policies, organizations and capital, in the process of implementation, all departments failed to achieve unified coordination and overall consideration. They often pass the buck and do things in their own way. The comprehensive teaching effect of innovation and entrepreneurship education can not be realized.

Thirdly, the teaching staff are not competent enough. In order to cultivate students' ability of innovation and entrepreneurship, teachers must have the consciousness of innovation and entrepreneurship first. Therefore, teachers of undergraduate colleges and universities not only need to acquire professional knowledge, but also should have the idea and consciousness of innovation and entrepreneurship, or even have considerable entrepreneurial experiences. However, most of the teachers lack practical experience in entrepreneurship; they cannot guide students to start their own businesses effectively. Although some universities employ a group of entrepreneurs as part-time teachers, most of them only give lectures. The systematic teaching system is not formed; the teaching effect is not satisfactory. At present, there is a lack of "double teachers" who have both professional theoretical knowledge and entrepreneurial practice experience.

Finally, the innovation and entrepreneurship curriculum system is not perfect; there are no appropriate teaching materials. As innovation and entrepreneurship is a new ecology in China, there is no unified and scientific curriculum system on innovation and entrepreneurship education, or authoritative teaching materials. The internal logic of the innovation and entrepreneurship curriculum as well as its relationship with other courses need to be clarified. The process of entrepreneurship is composed of several links, including entrepreneurial objectives, procedures, concepts, methods and responses. However, at present, the management courses offered by colleges have limited functions for students who want to start their own businesses.

3. Exploration and Practice of Innovation and Entrepreneurship Education in Colleges and Universities: a Case Study of Hangzhou Normal University Qianjiang College

As a typical application-oriented undergraduate college, Hangzhou Normal University Qianjiang College has continuously deepened the reform on innovation and entrepreneurship education. The school has built a development platform "driven by the three-wheels" of school and administration, school and enterprises as well as alumni and their alma mater. The development model is "result-oriented, driven by external forces, and guided by projects as well as competitions". The goal is to create a characteristic mode of innovation and entrepreneurship education which "integrates specialty with innovation, science with innovation as well as thinking with innovation, and promoted by both teachers and students". Through these measures, we can refine and innovate the "Qianjiang" brand of innovation and entrepreneurship education.

First of all, the school implements the three-wheel driven development strategy of "entrepreneurship + characteristic schools". The college cooperates with the government and enterprises to establish six "characteristic schools" including the Cross Border E-commerce School, the Hangzhou Metro School, the Huiquan Nursing School, the Chaotongxing Management School, the Rimi International School as well as the Weizhen Cultural and Creative Industry Research Institute. Guided by independent entrepreneurship and order training, the college introduces funds, courses, teachers and platforms from enterprises to reconstruct talent training system. The school builds a development platform "driven by the three-wheels" of school and administration, school and enterprises as well as alumni and their alma mater, as well as a new innovation and entrepreneurship education mode of "entrepreneurship + characteristic schools".

Secondly, the school improves the curriculum system and deepens the reform of talent training mode. It builds a multi-level curriculum system which integrates innovation and entrepreneurship education with professional education; the "compulsory + elective" curriculum, "general courses + embedded professional courses", as well as "platform courses + industry elite courses" are provided. A diversified training system for "all students + universal education", "interested students + entrepreneurship competition", "intention students + entrepreneurship nursery courses", "entrepreneurship students + business incubation courses" are offered. The credit system is adopted

for management. Online courses such as college students' innovation and entrepreneurship, entrepreneurship culture, as well as entrepreneurship spirit and practice are offered together with offline SYB, online entrepreneurship training as well as company operation. The course of entrepreneurship nursery is offered; there are two courses of *Entrepreneurship Basic Theory* and *Entrepreneurship Basic Practice*, as well as four credits for public elective courses. At the same time, the school offers innovation and entrepreneurship courses to students who are interested in or are in the process of starting their own business. For example, relying on resources of the Cross-Border E-commerce School, the "3 + 1" cross-border e-commerce entrepreneurship course system, including 6 micro professional courses and 8 entrepreneurship courses are set up for all senior students of the college. The "three replacement" are implemented in an all-round way, which means to replace the "professional training" with "entrepreneurship training", replace the "graduation practice" with "founding enterprises" and replace the "graduation design" with "entrepreneurship plans".

Thirdly, the integration of science and innovation is the key to promote the achievement of entrepreneurship and innovation education. Taking part in competitions can promote innovation, as well as the learning and teaching process. The development model is "result-oriented, driven by external forces, and guided by projects as well as competitions". A virtuous progressive system is established including links "from vigorously participating in discipline competitions to improving teachers' application skills, to improving students' practice levels and helping students to win awards in competitions and projects, and to promote the practical teaching reforms". Every year, more than 50% of our students participate in various projects and competitions, with a professional coverage of 100%. At the same time, about 50% of the teachers are expected to participate in the guidance. In the past three years, 595 academic competitions have been awarded. To encourage teachers and students to participate in competitions, a total reward of 1.56 million yuan has been distributed.

Fourth, the key to deepening the reform of innovation and entrepreneurship education lies in teachers. Since 2017, the college has implemented the "moral education score" bonus system to assess teachers' ethics quantitatively. Teachers are encouraged to guide students in innovation and entrepreneurship training projects, talent competitions in the province, college students' entrepreneurship incubation projects, as well as sports, literature, science and technology competitions, so as to cultivate their innovation and entrepreneurship abilities. The school implements the "service project for teachers to enter the enterprise", and appoints about 10 teachers to take temporary posts in the enterprise every year; it issues the *Evaluation and Employment Measures for Double-professionally-titled Teachers in Qianjiang College*, and includes the performance of "mass entrepreneurship and innovation" into the teachers' evaluation system. After efforts, an "entrepreneurship and innovation" education think tank has been successfully established with nearly 100 mentors, represented by successful entrepreneurs and investors such as Dong Lin and Guo-xiong Cao.

Fifth, the college promotes the ideological and political education of mass entrepreneurship and innovation on the premise of ideological and innovation integration. The college established a Party branch of future entrepreneurs with the theme of "entrepreneurship". It organizes students of the primary organizations of the Party to form an entrepreneurial group. The members of the future entrepreneur Party branch are students of the future entrepreneur association of the college, as well as the principals and team members of the entrepreneurial companies settled in the entrepreneurial incubation park. The college gives full play to the Party branch's functions of organizing, publicizing, condensing and serving students. Entrepreneurial students should not only focus on "making profits"; they also need to have the pioneering spirit, the civic consciousness, as well as the humanistic feelings and responsibility of college students.

4. Strategies of Innovation and Entrepreneurship Education in Colleges and Universities from the Perspective of Application-Oriented Talent Training

4.1 Improve the Innovation and Entrepreneurship Education System in Undergraduate Colleges and Universities

First is deepening the concept of innovation and entrepreneurship education. Undergraduate colleges and universities should set up the advanced concept of innovation and entrepreneurship education, take innovation consciousness, entrepreneurship experience as well as innovation and entrepreneurship ability as the important contents of education as well as important indicators which can assess the level of talent training, and strive to cultivate a large number of talents of popular entrepreneurship and innovation. The second is to cultivate the faculty of innovation and entrepreneurship education. The team of innovation and entrepreneurship education should be professional and be composed of full-time teachers who can provide employment guidance. The school should further standardize the mechanism of employing outstanding talents from all walks of life, such as well-known scientists, successful entrepreneurs and venture investors; they can serve as innovation and entrepreneurship teachers, and establish a resource pool of high-quality innovation and entrepreneurship mentors. Third, the school needs to establish a scientific and reasonable curriculum system. We should promote the popularization of innovation and entrepreneurship education, adhere to the integration of innovation education with entrepreneurship education, and establish a curriculum system for the innovation and entrepreneurship education. The system should be progressive, organic, scientific and reasonable. Fourth, the school should build a platform for innovation and entrepreneurship practice. Practice platforms on innovation and entrepreneurship education, such as the Science and Technology Park in school, the University Students' Entrepreneurship Park, and Entrepreneurship Incubation Base can be used. A number of off campus practice education bases, entrepreneurship demonstration bases and technology entrepreneurship practice bases can also be built to interconnect teaching with learning and doing.

4.2 Focus on Stimulating Students' Vitality in Innovation and Entrepreneurship

Undergraduate colleges and universities should strengthen the guidance of students, and help students to establish correct concepts on innovation and entrepreneurship. Schools should deeply understand that the key to innovation education is to cultivate students' innovation awareness and ability, and the key to entrepreneurship education is to stimulate students' creativity and the spirit of seeking innovation and change, both of which are important parts of undergraduate college education. Undergraduate colleges and universities should also deeply realize that innovation and entrepreneurship spirit and abilities are necessary for contemporary college students. It is also necessary to shape the innovation and entrepreneurship culture, guide the interests and hobbies of college students, stimulate their potential and vitality of innovation and entrepreneurship, and promote more students to accept innovation and entrepreneurship education. We should enhance the ability of using big data technology, master the needs of different students, constantly enrich the teaching methods, widely carry out heuristic, discussion and participatory teaching, expand the coverage of small class teaching, and provide richer and more diversified teaching resources for students' autonomous learning.

4.3 Actively Create the Good Atmosphere of Innovation and Entrepreneurship

Undergraduate colleges and universities should continue to promote the supply side structural reform. Relying on the school enterprise alliance and other carriers, they should deepen the cooperation with enterprises, take the demand of enterprises as the starting point, and guide teachers and students to carry out innovation and entrepreneurship. Social and market-oriented intermediary agencies should also be built, since they can timely summarize and release information on innovation, entrepreneurship and market changes, and provide precise services such as entrepreneurial loan guarantee, industrial and commercial taxes and achievement transformation. Schools should also create a good environment for innovation and entrepreneurship. A series of

activities, such as university students' innovation and entrepreneurship competitions, should be held regularly to provide a platform for students, teachers and entrepreneurs to communicate, display results and connect projects. All aspects of the society should strengthen the publicity of innovation and entrepreneurship education, enrich the forms of publicity, encourage undergraduate colleges and universities with good results of innovation and entrepreneurship education as well as typical students who achieve innovation results or successfully start their own business, and create the innovation and entrepreneurship atmosphere in which students dare to be the first, dare to take risks and can tolerate failures.

5. Conclusion

Innovation and entrepreneurship are the call of the times. To meet the changing demand of the market, undergraduate colleges and universities should carry out the innovation and entrepreneurship education scientifically and systematically. The society and enterprises should also cooperate with schools through different means, in order to cultivate application-oriented talents with innovation and entrepreneurship spirit and abilities.

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