

The Difficulties and Countermeasures of College Students' Innovation and Entrepreneurship Cultivation

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Abstract: At Present, under the Continuous Development Trend of Building an Innovative National Strategy, the Chinese Education Department Has Put Forward the Ideological System of “Starting Employment through Entrepreneurship” for the Group of College Students with the Most Entrepreneurial Potential. At This Stage, the State Advocates the Implementation of Innovation and Entrepreneurship Education Reform, and Has Already Regarded Innovation and Entrepreneurship as One of the Tasks of Training New Talents in Colleges and Universities. However, Due to the Initial Stage of Innovation and Entrepreneurship, There Are Still Problems Such as Lack of Awareness of Innovation and Entrepreneurship, Imperfect Curriculum System, and Lack of Practice of Innovation and Entrepreneurship. Based on This, the Article First Expounds the Status Quo of the Development of Innovation and Entrepreneurship Ability in Domestic Universities, and Proposes Corresponding Countermeasures, in Order to Provide Reference for the Improvement of Innovation and Entrepreneurship of College Students in China.

1. Introduction

1.1 Literature Review

It is essential to build an innovative national development strategy, increase efficiency and upgrade economic development, promote the employment goals of college students, and improve the entrepreneurial innovation ability of college students. Based on this, it shows the behavior of college students' entrepreneurship in line with the development of the times and the requirements of education (Feng, 2016). Based on the new training mode of higher education talents, Zhou Chunlei's scholars put forward the problems of college students' entrepreneurial awareness, higher education, heroes and heroes, and lack of entrepreneurial innovation ability of college students (Zhou, 2018). Shen Bin scholars are based on the “Internet +” era, suggesting that contemporary college students can start their own businesses on the Internet, and that there are some problems in colleges and universities in the innovation and entrepreneurship of the Internet + era, such as the perfunctory attitude of entrepreneurial education in colleges and universities, and the lag of innovation and entrepreneurship education (Shen, 2018). Feng Fenling scholars expounded the necessity of entrepreneurial innovation education from four aspects: the background of the times, the characteristics of the group, the external environment and the development strategy, and carried out the three points of colleges, students and teachers (Feng, 2016). Yang Chuan and Tang Yanxia scholars put forward the corresponding faculty construction, curriculum system setting and practical platform to promote the comprehensive development of college students (Yang and Tang, 2017). Liu Junxian and other scholars are studying the innovation and entrepreneurship education systems in the United States, the United Kingdom and other countries, and propose a new education model such as dual classroom integration and advocacy theory linkage practice in the cultivation of innovation and entrepreneurship in China (Liu et al, 2016).

1.2 Purpose of Research

The 19th National Congress proposed to build an innovative national strategic development plan, and college students are a group with great entrepreneurial potential. Through the development of

innovative entrepreneurship education, the overall quality of college students will be greatly promoted, and the international innovative national strategic development plan will be greatly promoted. With the deepening of the concept of innovation and entrepreneurship, the domestic education sector has paid more and more attention to the ability of innovation and entrepreneurship. In recent years, the state departments have introduced various preferential policies to promote college students to start their own businesses, and the corresponding education departments have also increased investment in practice bases in response to the call of the state, making domestic innovation and entrepreneurship education leapfrog development. However, due to many environmental factors, there are still many problems in the cultivation of domestic innovation and entrepreneurship education. The author analyzes the relevant research results and finds that most scholars have a one-sided study on the cultivation of innovative entrepreneurship. Based on this, this paper puts forward a targeted solution strategy for the dilemma of college students' innovation and entrepreneurship ability training, which has important practical significance.

2. The Status Quo of the Development of Innovation and Entrepreneurship Ability in Domestic Universities

At this stage, China is committed to cultivating composite innovative talents. In 2015, the government promulgated the “Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities”, and proposed to strengthen the cultivation of innovation and entrepreneurship of Chinese college students, and encourage college students to start their own businesses (Xuan and Lu, 2016). However, although college students have a high level of knowledge theory, the national government has also introduced many preferential policies to promote the employment development of college students, but the overall level of innovation and entrepreneurship is still low. In order to promote the entrepreneurial and entrepreneurial ability of college students, many colleges and universities offer courses related to the cultivation of innovative and entrepreneurial abilities, and make innovation and entrepreneurship education one of the compulsory courses, so as to promote the development of innovation and entrepreneurship education. The improvement of innovation and entrepreneurship is not only in line with the strategic requirements of building an innovative country, but also relieves the employment pressure of domestic college students to a certain extent. Through the improvement of innovation and entrepreneurial ability, college students' ability to grasp the opportunity and innovation has also been improved at the same time, which increases the employment possibility of students and also expands the employment channels of students.

3. The Difficulties Faced by Domestic College Students in the Cultivation of Innovative and Entrepreneurial Abilities

3.1 College Students Lack Awareness of Innovation and Entrepreneurship

At present, college students are affected by many factors, and there is a general lack of active innovation and entrepreneurship awareness. Mainly from the following three directions. First, modern college students have limitations in their understanding of innovation and entrepreneurship. Some students believe that the innovation and entrepreneurship ability training is only for students with entrepreneurial intentions, and has no practical effect on students who have no entrepreneurial intention. Second, modern college students are influenced by traditional education and are accustomed to passive acceptance. At this stage, China is still an education system dominated by exam-oriented education. Students rarely take the initiative to create and lack innovation. Third, the “safety” caused by traditional family education is a good attitude. At this stage, college students are mostly only children. The family instills a stable job after graduation, without suffering from entrepreneurship. At present, because the overall trend of college students' innovation and entrepreneurship is unstable, so the society has doubts about the self-employment of college students, which leads to the college students' own entrepreneurial willingness is not strong.

3.2 Innovative Entrepreneurship Curriculum System in Colleges and Universities

At present, the domestic innovation and entrepreneurship curriculum system is still in the initial stage of development, and the relevant educational concepts are still in a backward state. Throughout the current domestic innovation and entrepreneurship curriculum teaching, colleges and universities still focus on theoretical knowledge teaching, some colleges and universities believe that the importance of innovation and entrepreneurship courses is far less than professional courses, just to complete the teaching requirements. Even some colleges and universities have not yet set up professional entrepreneurship innovation courses, only through the employment guidance class to provide an overview, resulting in students' overall innovation and entrepreneurship is not high. At this stage, most universities offer training and reporting meetings for the development of entrepreneurial innovation capabilities, but the proportion of practical courses is still low. Unreasonable courses refer to the imperfections of the curriculum system, which hinders students' true perception of innovation and entrepreneurship to a certain extent, can not improve the enthusiasm of students to actively learn, and enters the misunderstanding of innovation and entrepreneurship.

3.3 Lack of Practice of Innovation and Entrepreneurship

The ultimate goal of cultivating innovative entrepreneurship is to develop comprehensive and comprehensive students with outstanding abilities. On the one hand, due to limited resources, the practice base cannot meet the practical curriculum needs of all college students. On the other hand, students still focus on theoretical learning and lack of experience in specific applications. In addition, due to the short time of innovation and entrepreneurship courses, the environment of innovation and entrepreneurship practice bases in most universities is poor, and there are problems such as poor equipment and lack of hard conditions. This has led to the inability of college students to fully utilize the research ideas of innovation and entrepreneurship, and can only stay at the initial stage. Practice is the sole criterion for testing truth. If students' practical ability is not improved in time, it will hinder the improvement of students' overall innovation and entrepreneurship, which is not conducive to the development of national innovation and entrepreneurship projects.

4. Countermeasures to the Dilemma of Innovation and Entrepreneurship

4.1 Multi-Channel Publicity and Innovation Entrepreneurship, Enhance College Students' Awareness of Innovation and Entrepreneurship

The cultivation of awareness of innovative entrepreneurial projects should be long-term, so it should be cultivated in the first year of colleges and universities. Colleges and universities should carry out propaganda through multiple channels and in multiple ways to ensure that students have sufficient time to conduct research. Specifically, schools can communicate the dynamics of innovation and entrepreneurship to students through various media such as the official public number, the QQ space platform, and the school bulletin board. In addition, you can also use the school organizations such as the Youth League Committee and the Student Union to actively launch various types of innovation and entrepreneurial activities, such as entrepreneurial competitions and entrepreneurship lectures. At this stage, the network is an important channel for transmitting information. Schools can also open an online teaching method to combine traditional classrooms with network advantages. They can also set up a credit system to allow students to actively participate in understanding the information about innovation and entrepreneurship. Enhancing students' awareness of innovation and entrepreneurship is one of the main ways to improve the ability of innovation and entrepreneurship.

4.2 Optimize the Innovation and Entrepreneurship Curriculum System to Enhance the Professionalism of Students

Optimizing the innovation and entrepreneurship curriculum system is the premise and foundation for improving the ability of innovation and entrepreneurship. Colleges and universities should

respond to the call of the state, constantly improve the relevant curriculum, and increase the curriculum of innovative and entrepreneurial skills teaching. At the same time, it is necessary to attach the same degree of attention to theoretical knowledge and practice. In view of this, we can open a three-dimensional education system of "Innovation and Entrepreneurship General Course + Innovation and Entrepreneurship Skills Course + Practical Teaching Course", which can bring out the theoretical knowledge that students have learned. In addition, school-enterprise cooperation can also be carried out to allow students to enter the enterprise and understand the specific operations. In this process, the school should actively introduce favorable policies for the relevant courses, such as setting up a credit learning system, arranging reasonable chemistry, strict requirements on the formulation of teaching plans for relevant teaching teachers, and integrating various factors to continuously improve the innovation and entrepreneurship curriculum system. optimization.

4.3 Constructing an Innovative and Entrepreneurial Practice Platform to Improve the Application of Students' Theory

In order to enhance students' comprehensive practical ability, the theoretical knowledge learned by students will be applied in detail. According to the country's favorable policies for this, based on the needs of different aspects of entrepreneurship, a variety of innovative entrepreneurship practice bases are built on or off campus. Or use the training room in the school to upgrade it to an innovative entrepreneurial training base. In addition, school-enterprise cooperation can also be carried out to enable students to feel the real working environment and prepare for their own innovation and entrepreneurship. As a guide for students, teachers can take students to high-tech entrepreneurial bases during the course to encourage students to engage in entrepreneurship through multiple channels and directions. In addition, for innovative entrepreneurship, it is necessary to establish relevant policies and provide certain funds for students. Centering on the entrepreneurial practice platform, the introduction of social resources provides students with the help to design and start a company independently, to provide students with entrepreneurial partners, to provide convenient conditions, and to effectively promote the improvement of college students' innovative and entrepreneurial practice.

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