

Research on the Construction of Innovation and Entrepreneurship Education System for College Students

Liu Siming

Nanjing Institute of Technology, Nanjing, 211167, Jiangsu, China

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Abstract: in the Process of Implementing Innovation and Entrepreneurship Education, Colleges and Universities Are Facing with Such Problems as the Less of Teachers, Weak Awareness of Innovation and Entrepreneurship, Imperfect Curriculum and Poor Coordination Mechanism. Therefore, Based on These Four Aspects, This Paper Puts Forward Corresponding Countermeasures and Suggestions for the Construction of Innovation and Entrepreneurship Education System in Colleges and Universities, Which Effectively Improves the Students' Innovation and Entrepreneurship Ability.

1. Introduction

1.1 Literature Review

Based on the analysis of the current situation of the construction of innovation and entrepreneurship practice base and innovation and entrepreneurship education system, this paper puts forward that universities should strengthen the construction of innovation and entrepreneurship education teachers, improve the education system and create a practice platform (Bao, 2019). Whether the innovation and entrepreneurship education system can be successfully implemented and achieve the expected results is closely related to the innovation and entrepreneurship environment, ability, willingness and practice. In this regard, the “Trinity” education system strategy is proposed to cultivate more outstanding innovative talents for the society (Pei, 2019). With the continuous development of economy and society, colleges and universities gradually attach importance to the cultivation of innovative and entrepreneurial talents. Therefore, based on the current situation of College Students' innovation and entrepreneurship education, and drawing on the advanced foreign education system, we will work together to build an interdisciplinary, cross-grade and integrated innovation and entrepreneurship education system (Yan, 2017). To explore the problems existing in the innovation and entrepreneurship education system of college students at this stage, universities should explore the optimization countermeasures from three aspects: the evaluation system of innovation and entrepreneurship education, the guarantee system of innovation and entrepreneurship education and the curriculum system of innovation and Entrepreneurship Education (Wan, 2017).

1.2 Research Purpose

Contemporary college students should not only master professional knowledge, but also have innovative ability and consciousness. Colleges and universities should pay attention to the cultivation of students' innovative consciousness and ability, and constantly improve the multi-dimensional development of higher education. Therefore, colleges and universities should integrate the innovation and entrepreneurship education into the talent training plan. By fundamentally enhancing the students' creativity and innovation and entrepreneurship awareness, they should cultivate more outstanding innovation and entrepreneurship talents, and then promote the core social competitiveness of the school.

2. Main Forms of Innovation and Entrepreneurship Education for College Students

The current forms of innovation and entrepreneurship education in China are mainly represented by the following colleges and Universities: Renmin University of China regards the cultivation of students' Entrepreneurship quality and ability as the core of innovation and entrepreneurship education, and implements the project of "College Students' entrepreneurship training plan" to support entrepreneurship education. Meanwhile, it optimizes the curriculum design related to entrepreneurship guidance, and vigorously promotes the classified guidance of students' innovation education (Xu, 2017); in the innovation and entrepreneurship education system, Tsinghua University pays attention to students' learning design and entrepreneurship courses, actively strengthens external learning design and exchange, and improves the entrepreneurial ability of college students through the practical exercise of "grounding"; Xi'an Transport University, as the project unit of the Ministry of Finance and the Ministry of education "talent training model innovation experimental area construction project", fully relies on the "dual practice and dual industry". "The entrepreneurship platform of the base actively builds an entrepreneurship team with independent legal person qualification, and explores a new entrepreneurship education system with self financing and independent operation (Li, 2018).

3. Problems in Innovation and Entrepreneurship of College Students

3.1 Less of Teachers for Innovation and Entrepreneurship

The development of innovation and entrepreneurship education related courses for college students has not been stable and sustainable, one of the reasons is the lack of experienced teaching team. Although the number of teachers of innovation and entrepreneurship courses has grown, the number of teachers is still out of line with the needs of courses. Lack of teachers will not only hinder the effective development of innovation and entrepreneurship courses, but also affect the cultivation of pioneering talents. In addition, the overall professional quality of innovation and entrepreneurship teachers in Colleges and universities is relatively low. Although colleges and universities have established curriculum teaching and research offices, in fact, the number of full-time teachers is very small. Most of the teachers are full-time counselors, teachers or teachers of learning and engineering departments in the school of economic management, so they are all part-time. These teachers have not been trained in professional skills. Although they can explain the current economic development situation to students and publicize some preferential policies of the state on innovation and entrepreneurship, they are obviously insufficient in guiding students' theoretical knowledge and practical ability of innovation and entrepreneurship as well as in predicting the direction and trend of entrepreneurship, which limits students' many ideas of entrepreneurship and innovation from ideal to reality.

3.2 Weak Innovation and Entrepreneurship Awareness of College Students

At present, the vast majority of college students are post-90s and post-00s, so they have a strong dependence on their parents and a weak sense of independence, whether they can succeed in innovation and entrepreneurship depends on whether they have innovation and entrepreneurship ideas. However, the actual situation is that modern college students are greatly influenced by the traditional concept of employment. Although the employment situation has changed from "two-way choice" to "self employment" and "self entrepreneurship", their understanding of entrepreneurship is not deep enough. At the same time, because they are committed to relatively more stable state-owned enterprises, institutions, etc., they usually choose these highly competitive institutions, unwilling to enter the private enterprises, more reluctant to try to start a business. In the face of severe and fierce employment competition situation and work pressure, even if they choose employment, they only pay attention to their own entrepreneurial ability, lack of understanding of innovation and entrepreneurship ideas, and lose the source power of innovation and entrepreneurship in the long run.

3.3 Imperfect Innovation and Entrepreneurship Curriculum

At present, most colleges and universities pay more attention to the innovation and entrepreneurship curriculum, and have achieved excellent results. However, the construction of the curriculum system is still in the primary stage, and some practical problems gradually appear in the course of development. First, the innovation and entrepreneurship classroom teaching is lack of innovation, and some university teachers have some understanding deviation of the course, which does not play the guiding role of the course in cultivating the innovation and entrepreneurship awareness of college students, but simple understanding of the innovation and entrepreneurship guidance as the combination of innovation and entrepreneurship and employment, and not perfect the construction of the innovation and entrepreneurship curriculum system. In addition, innovation and entrepreneurship practice platform needs to be further expanded. When carrying out the innovation and entrepreneurship course, the school should have a practical teaching mode suitable for it. At present, the practice form of innovation and entrepreneurship in colleges and universities is relatively single, mainly in the form of innovation and entrepreneurship competition, and the teaching links combining practice and employment, social practice and so on are very few, which is difficult to meet the needs of students in leadership, entrepreneurship quality, knowledge and skills and other aspects.

3.4 Weak Cooperative Education Mechanism

Colleges and universities are the main body of innovation and entrepreneurship education. Some enterprises are not closely involved in the innovation and entrepreneurship education work, and they know little about the internal operation and connotation of the system. Therefore, even if the school enterprise cooperation is carried out, it cannot operate normally, and it is likely to stay in the stage of signing the cooperation agreement, which will affect the development process of the dual development. In addition, the enterprise has not participated in the education process of students' innovation and entrepreneurship in the stage of receiving college students' internship, so the enterprise can not give relevant help and guidance to colleges and universities in the aspect of innovation and entrepreneurship education.

4. The Way to Build the Innovation and Entrepreneurship System of College Students

4.1 Strengthen the Construction of Innovative and Entrepreneurial Teachers for College Students

Starting from teachers, universities and the government, we should build a trinity of teachers for innovation and entrepreneurship education in universities. The government should improve the proportion of teachers and students in innovative entrepreneurship education courses, and further allocate full-time and part-time teachers reasonably. Colleges and universities can strengthen the construction of teachers' team of innovation and entrepreneurship education by introducing teachers from outside to inside, and build a "double teacher" teachers' team. In addition to full-time teachers of innovation and entrepreneurship education, they should focus on selecting backbone forces from teachers of other disciplines to integrate into innovation and Entrepreneurship education, and improve their discipline background. Colleges and universities can invite experienced technical elites and entrepreneurs as part-time teachers to organically combine innovation and entrepreneurship theory with practice. Colleges and universities should establish a set of reasonable, systematic and fair assistance mechanism, strengthen the internal and external training and exchange of teachers, so that when teachers meet the needs of enterprises and society, they can improve their professional quality and teaching methods. Finally, teachers should change the traditional teaching concept and pay attention to the cultivation of students' creativity, entrepreneurship and innovation awareness in the process of innovation and entrepreneurship education.

4.2 Building the Innovation and Entrepreneurship Target System of College Students

Under the new mode and concept of “mass entrepreneurship, mass innovation”, colleges and universities should pay attention to the realistic demand of socialist market economy for higher talents, abandon the backward educational concept fundamentally, strengthen the teaching reform, and avoid treating the innovation and entrepreneurship education of college students as a kind of educational activity to teach students how to start a company. On the contrary, colleges and universities should firmly grasp the connotation of innovation and entrepreneurship education, and further cultivate students' creative thinking and innovation and entrepreneurship ability by actively carrying out innovation and entrepreneurship education, so as to greatly improve the comprehensive quality of college students. In this process, colleges and universities should firmly root the idea of innovation and entrepreneurship in students' thoughts, and run it through the teaching process.

4.3 Improve the Innovation and Entrepreneurship Curriculum System of College Students

Innovation and entrepreneurship education is a kind of value-added education. Whether it is content setting, teaching methods, curriculum positioning, all determine whether innovation and entrepreneurship education can achieve ideal results. Therefore, it is necessary to build a new innovation and entrepreneurship education system that combines the specialty, faces the whole and advances step by step. Under the premise of fully considering the setting of professional courses for students of various majors and different demands for innovation and entrepreneurship education, we should carry out more practical training courses for senior students, and provide basic courses for junior students in terms of ability test, hot spot analysis, case analysis, basic theory education, etc. At the same time, the innovation and entrepreneurship education is a practical course, and the simple teaching of theoretical knowledge can not achieve the teaching goal. Therefore, integrating the flipped classroom into the classroom not only changes the original boring innovation and entrepreneurship education mode, but also is conducive to the exploration of the new teaching mode in Colleges and universities, improves the teaching effect and students' independent learning ability.

4.4 Promote the Construction of School Enterprise Linkage Practice Platform

A major extension of innovation and entrepreneurship education is innovation and entrepreneurship practice activities, which is of great significance to cultivate students' independent innovation and entrepreneurship ability. Therefore, colleges and universities should actively promote the operation of school enterprise linkage practice platform. While providing practical employment opportunities for college students, enterprises should provide relevant guidance for some students with entrepreneurial intention. College students contact the working environment of enterprises as early as possible in school, which is conducive to the application of theoretical knowledge and the cultivation of innovation and entrepreneurship. University enterprise cooperation can further clarify its talent training program and broaden the employment vision and prospects of students. In addition, when college students practice in enterprises, they will be guided by professional teachers, which to a certain extent also establishes a team of teachers with rich practical experience. In this process, enterprises can optimize human resources, technology and other resources, improve their service and product quality, and save the cost of training.

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