

## **Roads to Promoting the Ability of Innovation and Entrepreneurship Education for College Teachers**

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**Abstract:** The construction of an innovative country needs a large number of talents with the awareness, spirit and capability of innovation and entrepreneurship. Colleges and universities are the important platform for cultivating innovative and entrepreneurial talents, and the college teachers are the main body of the personnel training for innovative and entrepreneurial talents. Whether the college teachers have the competence of innovation and entrepreneurship decides the success or failure of the cultivation of the innovative and entrepreneurial talents. Based on the author's learning and practical experience, this worm first analyzed the main problems existing in the innovation and entrepreneurship education in colleges and universities, and then put forward the strategies to improve the innovation and entrepreneurship ability of college teachers.

### **1. Introduction**

It is not difficult to find out that China will invest a lot of manpower material resources and financial resources to support the "innovation and entrepreneurship" from the State Council's Opinions on Policies and Measures to Vigorously Promote Mass Entrepreneurship and Innovation in June 2015. There will be more opportunities for college students to carry on their innovation and entrepreneurship. At the same time, higher requirements have been put forward for the cultivation of innovative and entrepreneurial talents in colleges and universities [1]. Therefore, strengthening the construction of high-level innovative and entrepreneurial teachers is not only the fundamental guarantee for the teaching quality of innovation and entrepreneurship education, but also the urgent need to deepen the reform of innovation and entrepreneurship education in colleges and universities.

### **2. Major Problems Existing in Innovation and Entrepreneurship Education in Colleges and Universities**

#### **2.1 Insufficient Awareness of Innovation and Entrepreneurship Education.**

The employment problem has been the focus of the whole society, however, the employment situation faced by graduates this year in colleges and universities is very grim. Some governments and colleges expect to improve the employment rate of college graduates by virtue of the advantages of innovation and entrepreneurship education. Therefore, they try to carry out innovation and entrepreneurship education one after another. However, many colleges and universities still remain in the surface of their cognition of the innovation and entrepreneurship education. For example, the innovation and entrepreneurship education is generally incorporated into the employment guidance category, making it a supplementary strategy for employment guidance [2-3]. It is not an independent and systematic course, and lacks the overall planning of teaching; The innovation and entrepreneurship education in most colleges and universities is carried out on the traditional education mode, which is dominated by subject curriculum, emphasizes theory rather than practice and neglects the real starting point of innovation and entrepreneurship education.

## **2.2 Rigid System of Innovation and Entrepreneurship Education.**

Innovation and entrepreneurship education is a systematic, practical and flexible dynamic education system, which integrates general education and professional knowledge education of innovation and entrepreneurship education. However, at present, colleges and universities in China ignore the subject orientation of cultivating students' innovation and entrepreneurship ability. First, the teaching content and teaching method are simplex [4]. The unified teaching method ignores the pertinence and difference of innovation and entrepreneurship education, and reduces the interest and enthusiasm of students in innovation and entrepreneurship. Second, theoretical courses and practical courses are separated from each other. Innovation and entrepreneurship education is disjointed from disciplines and majors, what is more, campus resources and social resources are separated, leading to the difficulty in guaranteeing the quality of innovation and entrepreneurship teaching. Students generally lack innovative thinking and entrepreneurial ability, and teachers and students lack the environment and resources to display innovation and entrepreneurship practice. Third, most of the teachers of innovation and entrepreneurship education lack practical experience in entrepreneurship, therefore, it is difficult to promote the in-depth development of innovation and entrepreneurship education only by relying on professional knowledge and skills [5]. They can only stay at the level of "talking on the paper". There is still a certain gap between the competency of high-tech teachers and the training objectives of innovation and entrepreneurship talents.

## **2.3 Imperfect Management Mechanism of Innovation and entrepreneurship Education.**

The promotion of innovation and entrepreneurship education in colleges and universities should include administrative institutions such as the Entrepreneurship Education Steering Committee, the Entrepreneurship Education Teaching Committee, the full-time vice president and corresponding administrative agencies, technology transfer centers, intellectual property offices, and substantive institutions for entrepreneurship education and entrepreneurship activities (such as entrepreneurial parks, science and technology parks, engineering research centers and entrepreneurial business incubators) and other institutions and departments. They should undertake the planning, organization, coordination, feedback and other functions of innovation and entrepreneurship education to ensure the realization and sustainable development of a college entrepreneurial culture and ideas in practice [6]. However, at present, the innovation and entrepreneurship education in Chinese colleges and universities does not fully reflect the research and development advantages, professional characteristics and the nature of knowledge and entrepreneurship of colleges and universities. It still faces many difficulties in the market transformation and application of scientific research results, business incubation, and the driving role of innovation. In addition, the construction of innovation and entrepreneurship education mechanism lags behind and lacks effective incentive mechanism and institutional guarantee. The enthusiasm of all parties involved in colleges and universities to participate in innovation and entrepreneurship is not high, and the lack of support for college students' entrepreneurial practice has restricted the development of innovation and entrepreneurship education. At present, only a few provinces and cities such as Shanghai and Zhejiang have introduced special policies to support innovation and entrepreneurship education. As a result, the innovation and entrepreneurship education in colleges and universities lacks a cultural atmosphere of overall benign development.

## **3. The Cultivation and Improvement Strategies of College Teachers' Ability of Innovation and Entrepreneurship**

### **3.1 Government Level.**

First, the government should strengthen policy guidance and create a good atmosphere for innovation and entrepreneurship. In recent years, the government has introduced some policies and measures in these aspects, such as strengthening the transformation and development of education, creating a new situation of "mass innovation and entrepreneurship", which have played a big role in promoting the transformation of entrepreneurial colleges and the improvement of teachers' ability of

innovation and entrepreneurship [7]. However, in order to achieve the goal, especially to stimulate teachers' motivation for innovation and entrepreneurship, the government still needs to support and guide with incentive policies. further expand the space for mass innovation and entrepreneurship create a positive environment for innovation and entrepreneurship, arouse the inner needs of college teachers for innovation and entrepreneurship, and thus constantly improve their ability and quality.

Second, the government should improve the intellectual property protection system. The intellectual property protection system is the strategic support for development driven by innovation. Innovation drive is the necessary way to achieve sustainable development in China. There is an inevitable logical connection between innovation drive and intellectual property. Innovation needs the incentive and protection of intellectual property system [8]. Therefore, in the new era of “mass innovation and entrepreneurship”, the implementation of intellectual property protection strategy should be strengthened. Only in this way can the teachers' innovative achievements be protected and the source of motivation and enthusiasm of teachers' innovative knowledge creation be truly motivated.

### **3.2 School level.**

First, the training system for teachers' ability of innovation and entrepreneurship should be improved. New entrepreneurial ability can be improved through training. Therefore, carrying out the cultivation is an effective path to develop teachers' ability of innovation and entrepreneurship. Colleges and universities should intensify innovation and entrepreneurship education, carry out top-level design according to organizational goals, and construct a three-in-one training system of teachers' ability of innovation and entrepreneurship. The flexible and diverse training forms should be adopted, such as job skills training, innovative knowledge training, foreign visits and exchanges, and cooperative research to organize teachers to update innovative knowledge, cultivate innovative emotions and develop innovative capabilities [9].

Second, the academic organization and research platform of interdisciplinary communication are the typical characteristics of entrepreneurial colleges. Throughout the development of foreign entrepreneurial colleges, interdisciplinary academic organizations have played a very important role. Teachers of entrepreneurial colleges must realize knowledge innovation through scientific research activities, and then cultivate innovative talents. Therefore, colleges and universities should increase their investment, optimize the allocation of resources, and actively cultivate and build interdisciplinary scientific research platforms, which can give full play to the platform's advantages of interdisciplinary cooperation and integration, so that teachers can learn and dabble in the subject knowledge related to their major, learn and absorb all kinds of innovative knowledge, and further expand their multi-academic horizons. Cultivating teachers' cross-integration of various discipline can improve the ability of interdisciplinary communication and integration and innovative knowledge creation.

Third, the mechanism to promote the development of teachers' innovation and entrepreneurship ability should be improved. Colleges and universities should establish the sense of main body responsibility, introduce and perfect the mechanism and system to promote the development of teachers' innovation and entrepreneurship ability from the perspective of overall situation and long-term development. On the one hand, the school should set up the distribution system according to innovation performance, and give preference to teachers' innovation and entrepreneurship behavior and innovation performance distribution in the distribution incentive policy. On the other hand, it is necessary to forgive and share the uncertainty of teachers' innovation behavior and the output of innovation results [10]. In order to establish a scientific and reasonable performance evaluation system, it is necessary to follow the characteristics of innovative knowledge, establish a classified evaluation system and method, conduct dynamic, diversified and comprehensive evaluation of teachers, and link the achievements of innovation and entrepreneurship with income distribution, professional title evaluation and promotion.

### **3.3 Teacher level.**

First, the awareness of innovation should be strengthened and the innovation knowledge system

should be improved. All external environments and systems can only promote and catalyze, the main body of promoting innovation and entrepreneurship are still teachers. Therefore, teachers should enhance their awareness of innovation and entrepreneurship, construct innovative values, and not satisfy the existing academic level, so as to enhance their desire for knowledge, self-cultivation and self-shaping, promote the old and new and to explore the unknown world. Teachers should insist on continuous learning. In the era of knowledge economy, the speed of knowledge renewal and dissemination is very fast, and new technologies are emerging constantly. Teachers should constantly enrich the new theory and technology of their own specialty, understand the social and economic development, understand the changing nature of social thought, and achieve the mastery of knowledge.

Second, the understanding and docking of the needs of regional economic and social development should be strengthened. The improvement of teachers' ability of innovation and entrepreneurship must be combined with the economy and society. Teachers should go out of campus, integrate into society, strengthen ties with organizations outside the school, deeply understand the state of regional economic and social development, be good at finding problems, and be good at understanding development needs and research projects. Then they should solve the the problems and obstacles of economic and social development through field research, data collection and so on. In practice, their ability of serving the regional economic and social development will be improved to promote the development of regional economy.

Third, the academic capital for independent entrepreneurship should be actively used. Self-employment is a unique ability and requirement for teachers in entrepreneurial colleges. Entrepreneurial college teachers should actively promote the transfer and use of innovative achievements and technologies, create conditions to try self-employment, realize the organic combination of knowledge achievements and commercial values in entrepreneurial practice, deepen and improve technological innovation in entrepreneurial practice, and constantly improve their entrepreneurial practice ability.

#### **4. Summary**

The innovation and entrepreneurship ability of college teachers affects the quality of innovation and entrepreneurship education in colleges and universities and the improvement of the ability is an important breakthrough in the implementation of innovation and entrepreneurship education. Teaching in colleges and universities is not only the central work of teaching and talent training, but also an important way to improve students' ability of innovation and entrepreneurship. Therefore, it is of great significance to strengthen the teaching ability construction of local college teachers' innovation and entrepreneurship education. Based on this, this work put forward the cultivation and improvement strategies of college teachers' innovation and entrepreneurship ability from the government level, school level and teacher level.

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