

On the construction of teaching staff of innovation and entrepreneurship education in colleges and universities

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Abstract: With the wide implementation of innovation and entrepreneurship education in Colleges and universities, the current situation of insufficient number, low quality, lack of entrepreneurial ability and less entrepreneurial experience has become an important factor restricting the development of innovation and entrepreneurship education. This paper analyzes the current situation of College Teachers' innovation and entrepreneurship team, and puts forward some countermeasures to strengthen the construction of innovation and entrepreneurship education teachers.

1. Introduction

Under the background of "mass entrepreneurship and innovation" strongly advocated by the state, with the release of the implementation opinions on deepening the reform of innovation and entrepreneurship education in Colleges and universities, an upsurge of "mass entrepreneurship and innovation" has been rapidly set off throughout the country, and phased achievements have been made. However, it is also restricted by many factors, among which the construction of teachers of innovation and entrepreneurship education has become the key factor restricting the development of innovation and entrepreneurship education.

2. The importance of innovation and entrepreneurship education in Colleges and Universities

2.1 The need to alleviate the difficult employment of college graduates

At this stage, colleges and universities continue to expand enrollment, and the number of college graduates is increasing year by year. By 2020, it has reached 8.74 million. College students face the problem of employment after graduation. At present, the problem of difficult employment of college students in China has been very prominent. With the continuous increase of the number of graduates, the problem of difficult employment of graduates will be further exacerbated. In this case, the purpose of innovation and entrepreneurship education in Colleges and universities is to enhance the entrepreneurial and employability of college students^[1]. By strengthening college students' innovation and entrepreneurship education, college students can independently choose entrepreneurship or employment after graduation. This has a positive effect on alleviating the difficult employment of college students. In addition, the implementation of College Students' entrepreneurship projects and the achievement transformation of College Students' entrepreneurship can also create some jobs, which will also help drive more college students' employment.

2.2 The need to improve the comprehensive quality of talent training in Colleges and Universities

In the new era, innovative talents are not only the key talents in the talent training system of colleges and universities, but also the essential basic quality of talents in the 21st century. The importance of innovation education is ignored in traditional college education. Therefore, carrying out innovation and entrepreneurship education in the college talent training system can promote the cultivation of College Students' innovation ability and entrepreneurship ability^[2]. In relevant innovation and entrepreneurship projects and practices, it can also exercise college students'

comprehensive literacy and ability, which plays a positive role in improving the comprehensive quality of college talent training(Figure 1).



Figure 1 Innovation and entrepreneurship in Colleges and Universities

3. The qualities that innovation and entrepreneurship teachers should possess

College innovation and entrepreneurship teachers refer to professional teachers engaged in innovation and entrepreneurship teaching activities in Colleges and universities. They are the main force to cultivate college students' innovation and entrepreneurship ability^[3]. To cultivate innovative and entrepreneurial talents, teachers must have professional theoretical knowledge; It also requires strong teaching ability, strong practical ability, the ability to combine professional theoretical knowledge with strong practical ability, and the ability to transform scientific research into entrepreneurial practice; And have solid entrepreneurial practice ability and entrepreneurial practice experience. It can be seen that only high-level innovation and entrepreneurship teachers can cultivate high-quality talents with innovative spirit, entrepreneurial consciousness and entrepreneurial ability to meet the needs of the society.

4. The present situation of the construction of teaching staff in innovation and entrepreneurship education in Colleges and Universities

4.1 Lack of practical entrepreneurial experience

Innovation and entrepreneurship education is an educational course to cultivate students' comprehensive ability. It requires not only a comprehensive grasp of conventional economics and management knowledge, but also a comprehensive grasp of psychology, sociology, information technology and so on. A qualified entrepreneur needs to have comprehensive ability, not only master the research of theoretical knowledge, but also have the corresponding entrepreneurial experience. At present, the number of innovation and entrepreneurship teachers in China with entrepreneurial experience is relatively small^[4]. The effective survey results show that about 30% of the current efficient innovation and entrepreneurship education teachers in China have independent or team entrepreneurial experience. This data means that about 70% of the efficient teachers have no relevant practical experience when teaching students' innovation and entrepreneurship courses, Only through theoretical knowledge and imaginary content to guide students, students have some doubts about the content taught by teachers, which is not conducive to the promotion of the whole curriculum.

4.2 The overall number is relatively small

In the process of carrying out innovation and entrepreneurship education, it needs to be carried out for all students. The number of students in each school is different, but the innovation and entrepreneurship education that needs to be received is a basic course and must fully cover all students. In the process of innovation and entrepreneurship education, "small class system" teaching is an effective way to carry out innovation and entrepreneurship education. Using "small class system" teaching tutors can assign corresponding entrepreneurship projects to students in this class, and practice entrepreneurship projects to apply the learned knowledge, so as to avoid the large gap between pure theoretical content and practice without practical significance^[5]. According to incomplete statistics, at present, more than 45% of colleges and universities in China do not have full-time innovation and entrepreneurship education teachers, lack professional guidance and research, and most of them are economic management related professional teachers for guiding teaching. They are not engaged in professional innovation and entrepreneurship education, lack of in-depth understanding of relevant theoretical knowledge, and lack of research on psychology and sociology.

4.3 Poor environmental construction quality

Entrepreneurship tutors, like professional discipline teachers, are engaged in teaching and need comprehensive development in career development. At present, most innovation and Entrepreneurship Education Tutors in China are transformed from other majors. After short-term education and training and obtaining corresponding qualification certificates, they begin to engage in the teaching of innovation and entrepreneurship courses. In the management of college teachers, the incentive mechanism for innovative and entrepreneurial teachers is not perfect, which is difficult to play a good role in promoting, resulting in a certain gap in the improvement of teachers' level^[6]. At the same time, the innovation and entrepreneurship tutors themselves started to study the specialty late, produced less relevant innovation exploration, and lacked corresponding research in teaching results. According to statistics, the number of academic papers published by innovation and entrepreneurship education tutors is obviously small, and there is a large gap between the overall theoretical research and practical teaching and foreign developed countries.

5. Countermeasures for the construction of teachers in efficient innovation and Entrepreneurship Education

5.1 Improve the management system of innovative and entrepreneurial teachers

The impact of the work quality of innovation and entrepreneurship tutors on educational achievements is very obvious. In order to better improve the overall quality of teachers, university management should formulate a reasonable assessment and incentive system to better promote the work enthusiasm of innovation and entrepreneurship education tutors. Establish a sound assessment system for entrepreneurship tutors. There are some similarities and differences between innovative entrepreneurship teachers and traditional teachers. Both need to be managed in the links of course preparation, teaching, correcting students' homework and examination. The difference is that traditional teachers pay attention to the publication of scientific research, projects and learning, and the practical work of entrepreneurship tutors is the guidance for students' entrepreneurship projects, Lead students to complete entrepreneurial practice, mainly focusing on practical content^[7]. The assessment of entrepreneurial mentors is different from the traditional assessment model of teachers. When formulating the assessment objectives of innovation and entrepreneurship teachers, it should be determined according to the actual workload distribution of teachers, so as to avoid that teachers need to meet the assessment requirements of traditional teachers, focus too much on scientific research and reduce the research on the practical subject of entrepreneurship teaching.

5.2 Establish a clear plan for the construction of teaching staff

Colleges and universities need to improve the overall planning research on the construction of

their own teaching staff, comprehensively manage the innovation and entrepreneurship education tutors, and ensure their number of personnel, comprehensive knowledge structure, reasonable screening criteria, detailed operation plan and so on. At present, the problem that colleges and universities need to solve is to meet the basic curriculum requirements under the condition of increasing the number of entrepreneurial tutors and ensuring their sufficient reserve of tutor resources, and then establish certain standards to screen high-level teachers. The main screening criteria include the mastery of tutors' professional knowledge From the perspective of the accumulation of entrepreneurial experience and the possession of favorable resources. Finally, colleges and universities take the lead in organizing professors of economic management, psychology and sociology to form a comprehensive teaching team to cultivate comprehensive and comprehensive innovative and entrepreneurial talents, guide and optimize them in an all-round way, and meet the knowledge requirements of different majors.

5.3 Build a favorable development environment

Innovation and entrepreneurship education is quite different from traditional disciplines. Its development and promotion can only be completed through comprehensive practice. It depends on good environmental conditions. Entrepreneurial teachers themselves are more difficult to grow and fewer people master relevant experience in the training process. Therefore, it is more difficult to train in schools. Colleges and universities can invest in the construction of perfect entrepreneurship teaching. At present, there are relatively few entrepreneurship discipline research carried out nationwide, and priority can be given to the establishment of discipline foundation, curriculum system, training program and so on^[8]. Colleges and universities should strengthen the investment in software and hardware for innovation and entrepreneurship education. In terms of software investment, it mainly includes the establishment of entrepreneurship education college, the planning of education courses, the development of well-made entrepreneurship course software, etc; In terms of hardware support, set up professional teaching and research offices and training bases, set up a mass entrepreneurship space to incubate students' entrepreneurial talents, pay attention to cultural construction, regularly invite famous successful entrepreneurs to give speeches and lectures, and hold entrepreneurship competitions to form a good entrepreneurial atmosphere(Figure 2).



Figure 2 Efficient innovation and Entrepreneurship Education Teachers

6. Conclusion

In short, national development and social progress are inseparable from innovation and entrepreneurship, and the smooth development of innovation and entrepreneurship education is inseparable from professional teachers. Therefore, colleges and universities should recognize the importance of innovation and entrepreneurship education, comprehensively analyze the problems existing in their own education, and build a multi-level and diversified teaching staff; Innovative entrepreneurship education teacher training system, establish a perfect teacher evaluation and

incentive mechanism, and improve the overall quality level of teachers.

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