

The Innovation and Entrepreneurship of College Students and the Talent Cultivation Model under the New Situation

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Abstract: Under the new situation, the cultivation of innovative and entrepreneurial talents in local universities has brought opportunities and challenges. There are some difficulties in cultivating innovative and entrepreneurial talents in local universities in China, resulting in unsatisfactory actual results. In view of this, the article takes the new situation as a starting point, analyzes the problems existing in the cultivation of innovative and entrepreneurial talents in universities, and proposes measures to improve the cultivation of innovative and entrepreneurial talents based on the actual situation, providing reference for similar research.

1. Introduction

Talent cultivation in universities should keep pace with the times and meet the development requirements of the times. With the increasing openness of the times, college students are exposed to more and more new things and new occupations, and students prefer to engage in industries they love and are interested in, pursuing innovation and entrepreneurship. Universities should pay attention to this point, attach importance to the cultivation of innovative and entrepreneurial talents, and provide high-quality education for students.

2. Innovation and Entrepreneurship Education and Talent Training Models in Universities

2.1. Innovation and Entrepreneurship Education

Innovation and entrepreneurship education includes two basic concepts: innovation education and entrepreneurship education. On the one hand, there are significant differences in the educational direction and emphasis on education between the two countries. Innovative education refers to enriching teaching content by improving various aspects of the teaching process, and subtly integrating innovative ideas into various aspects of teaching through teaching, social practice, graduation design, etc., so that students can develop their own innovative thinking throughout the learning process. Its main purpose is to guide students, develop their awareness of autonomous learning, and improve their overall quality. Entrepreneurship education is based on university education, through the talent cultivation model of schools, to develop students' ability to independently seek employment and entrepreneurship, cultivate students to actively explore and forge ahead, and become participants and pioneers in the transformation of the new era. Entrepreneurship education emphasizes creation at the social level. On the other hand, the two are closely related, both of which cultivate talents with innovative thinking and seeking independent entrepreneurship. The educational content of the two is overlapping, and innovation can be better played and realized through entrepreneurship as a carrier. Both have the same educational function and are designed to encourage students to break traditional thinking and employment concepts and create new social values.

2.2. Talent Cultivation Model in Universities

Universities are the cradle of cultivating professional talents and the starting point for students to start their career. The education received in universities has a profound impact on students' future

career choices. The mode of talent cultivation in universities is based on talent cultivation goals, continuously improving the curriculum of professional systems through innovation and reform, conducting talent cultivation in accordance with the teaching syllabus and scientific teaching methods, and adopting effective evaluation methods to strictly judge the results of talent cultivation, timely identifying deficiencies in the training process and proposing solutions. Talent cultivation in universities is a systematic and complex project that requires joint efforts from top to bottom, with the participation and support of personnel from all levels, including the country, society, universities, enterprises, families, and students, as well as mutual coordination and active cooperation, to ensure the implementation of talent cultivation.

3. Current Situation of Cultivating Innovative and Entrepreneurial Talents for College Students

3.1. Unreasonable Curriculum Settings

To cultivate and enhance the innovative and entrepreneurial abilities of college students, it is necessary to have solid theoretical knowledge, master professional knowledge, and master relevant knowledge in order to achieve the goal of cultivating students' innovative and entrepreneurial thinking. However, in fact, when setting up relevant courses in most local universities, they do not attach importance to the accumulation of students' basic knowledge and the formation of their knowledge structure. Instead, they simply add several scattered innovation and entrepreneurship courses to the professional curriculum system, without incorporating relevant concepts and achieving the connection between innovation and entrepreneurship education and professional knowledge, so they cannot cultivate high-quality talents required by the market.

3.2. Inadequate Construction of Teaching Staff

Most local colleges and universities have a strong faculty, with high academic qualifications and professional standards. Many of them remain in school to teach after graduating from doctoral programs, with a solid theoretical knowledge system, but lack practical opportunities. Many teachers of innovation and entrepreneurship education have not systematically learned knowledge related to entrepreneurship themselves, but have simply participated in training or qualification exams organized by certain institutions. When guiding students, they lack a complete teaching system, which has little practical value and cannot achieve the goal of cultivating applied talents.

3.3. Inadequate Construction of Practice Platform

Although there are practical links in the process of cultivating innovative and entrepreneurial talents in local universities, during the specific implementation process, the number of off-campus internship bases is limited, and the form of practical activities is single, which makes it impossible to apply what has been learned. Moreover, most enterprises are not willing to accept interns from college students, fearing that it will affect the normal production order. Affected by these factors, internships become mere formality. Although local colleges and universities have included the goal of improving students' hands-on abilities in their talent cultivation programs, there are still situations where "theory is valued while practice is ignored". The construction of practice platforms is not ideal, and there is a lack of mature and complete innovation and entrepreneurship platforms, which cannot provide students with appropriate practical opportunities.

4. Strategies for Cultivating Innovative and Entrepreneurial Talents for College Students under the New Situation

4.1. Introducing a Contract Signing System and Rationally Dividing the Responsibilities of Both Parties

In the mode of school enterprise alliance, the biggest problem lies in the effective division of rights and responsibilities between both parties, and the signing system can effectively avoid this

issue, enabling the school, enterprise, and students to clarify their respective rights and responsibilities. Under legal constraints and in accordance with the terms of the contract, universities and enterprises should cooperate with each other to establish “Apprenticeship Training Programs” using existing resources, and introduce a “Modern Apprenticeship” teaching model in management. When applying the “Modern Apprenticeship System”, it is necessary to adjust the talent training plan based on the actual situation, including the training schedule, focus, etc., and comprehensively adjust the talent training plan according to the needs to export more high-quality technical talents to the society. At the same time, establish multi-level mixed team groups, such as large professional teams, small class teams, and interest groups. Arrange 1-2 teachers to be responsible for the small team, while the teachers in the teaching and research section or the entire department are responsible for guiding and cultivating the large team as a whole. Of course, it is also possible to cross multiple small teams to form a large team and communicate with each other. Regularly exchange results and experiences between teams to promote learning effectiveness, identify gaps, and work together to make progress. Each teacher is responsible for establishing small teams and daily operations to ensure the smooth completion of expected goals. In addition, it is necessary to establish an incentive system based on the actual situation, effectively stimulate students’ entrepreneurial enthusiasm, and further improve the quality and efficiency of innovation and entrepreneurship or professional curriculum education.

4.2. Establishing an Off-campus Practice base by Combining Schools and Enterprises

When universities apply the school-enterprise cooperation model, they attempt to integrate resources from both sides and establish vocational education groups to share resources for some enterprises that do not have a strong demand for employment. This is an effective model for promoting in-depth cooperation between universities and enterprises. By joining the vocational education group of local universities, small enterprises can not only obtain high-quality talents that meet the requirements of enterprise development, but also conduct in-depth cooperation with enterprises within the group to facilitate the development of relevant businesses. For local universities, they can provide different training bases and positions for students according to their future planning and development direction, to meet their various development plans. During the internship period in local colleges and universities, students can enter the intended enterprise for pre job internship as long as they perform well, and participate in relevant process improvement and product research and development activities to obtain more opportunities for practice and exercise. The off-campus practice base established through school-enterprise cooperation (see Figure 1) can maintain a good cooperative relationship between schools and enterprises and promote further deepening of cooperation.



Figure 1 Off-campus Training Base of the Automobile Engineering Department of Nanjing Forestry University

4.3. Giving Full Play to the Main Position of Classroom Teaching

Firstly, dividing the course content into three levels. First, compulsory courses such as *Career Development and Employment Guidance* and *Career Planning* are offered to all students, and corresponding optional courses are offered, including students’ professional cognition and career orientation. Secondly, colleges and universities need to actively offer general elective courses for entrepreneurship training such as SYB and KAB to serve students with a strong desire for

innovation and entrepreneurship. Thirdly, carry out practical training courses for entrepreneurship simulation, aiming at entrepreneurial student groups, effectively integrate theoretical knowledge and practice involved in teaching, and utilize projects and activities to fully play a guiding role, thereby improving students' innovation and entrepreneurship abilities in practice.

Secondly, in order to further enhance students' ability to innovate and start businesses, integrated professional courses should be set up to integrate students' innovation awareness, quality, and ability into all aspects of professional education, and continuously enhance students' willingness to innovate and start businesses. In order to implement innovation and entrepreneurship education in colleges and universities, it is necessary to actively optimize the evaluation system, and pay attention to the evaluation of students' innovation and entrepreneurship literacy in the final assessment. In this way, not only can innovation and entrepreneurship education be integrated into the professional curriculum system, but also can subtly deepen students' understanding of industry and regional development, thereby continuously improving students' innovation and entrepreneurship capabilities.

Finally, in order to further enrich teaching resources and enhance students' understanding of relevant knowledge, schools need to open corresponding curriculum systems online, thereby providing a good platform environment for students' interest in learning. This has important practical significance for promoting the development of China's education industry and improving the innovation level of the industry.

4.4. Strengthening the Construction of Innovation and Entrepreneurship Practice Platform

Universities should continuously enhance the importance of practical teaching when carrying out teaching work. In traditional innovation and entrepreneurship education, due to excessive emphasis on students' understanding of theoretical knowledge, the importance of practical education is largely ignored, which is not conducive to the improvement of students' innovation and entrepreneurship abilities.

The construction of an innovation and entrepreneurship incubation base for college students can provide important support for students' practical training. Through early selection and cooperation between the school and the base, institutions such as innovation assistance and guidance can provide more opportunities for carrying out practical education. For relevant support institutions, schools should pay close attention to and support students' innovation and entrepreneurship activities throughout the process, continuously improve students' understanding of entrepreneurship and enhance their innovation level through services such as policy consultation, entrepreneurship training, and entrepreneurship practice. The platform formed through school-enterprise cooperation can provide modern innovation and entrepreneurship knowledge information and national policies for college students, which plays an important role in promoting innovation and entrepreneurship among college students. In addition, schools need to increase the importance they attach to the second classroom by organizing practical competitions, entrepreneurship competitions, and other activities to clarify the theme and enable students to actively participate in various activities. At the same time, with the improvement of students' practical and operational abilities, it is necessary to gradually increase practical difficulties for students in the process, help them exercise themselves and improve their abilities, continuously enhance students' professional self-confidence and practical and operational abilities, achieve employment and entrepreneurship goals, promote entrepreneurship to promote employment, and promote the full employment of college students in China.

5. Conclusion

In short, under the new situation, local universities should give full play to their educational advantages and cultivate high-quality innovative and entrepreneurial talents with industry vision and cutting-edge awareness. At the same time, it is also beneficial for local universities to improve their educational level, strengthen connotation construction, better participate in local economic development and service industries, and promote local universities and industry universities to

continue to vigorously play an important role in supporting and even leading the local or industry.

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