

A Study on the Cultivation of Innovative and Entrepreneurial Talents for English Majors under the Background of Double Creativity

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Abstract: In view of the demand of economic construction and social development for the cultivation of compound talents, the author takes English major as the research object and explores the training mode of innovative and entrepreneurship talents. The study finds that due to the lack of innovation and entrepreneurial knowledge, the phenomenon of enthusiasm and excess effect is unsatisfactory. It is urgent to explore and establish a college student entrepreneurship education system suitable for students' needs. It also shows that cultivating innovative and entrepreneurial talents is a requirement of contemporary higher education, an important embodiment of implementing quality education, a necessity for sustainable development of social economy, and a trend that is in line with the international talent training model.

1. Introduction

English education is not a self-enclosed subject and curriculum. It not only follows the rules of internal second language acquisition or foreign language teaching. Moreover, it is necessary to constantly adjust the teaching content, and it is closely related to the country's foreign policy and economic construction. In different periods, the purpose and purpose of foreign language education are different in different contexts [1]. The so-called innovative entrepreneurial talents refer to talents with entrepreneurial practice ability and innovative quality. From the perspective of the quality of innovation and entrepreneurship, innovative and entrepreneurial talents should have strong comprehensive quality and practical ability. Its quality is directly related to the talent training effect of adult colleges and universities under the large-scale training mode [2]. Therefore, in Entrepreneurship education, we need to adhere to the development of students as the basis, cultivate students' innovative spirit, entrepreneurial employment ability, and focus on improving students' comprehensive quality and professional ability, so as to promote students' all-round development. Under this background, engineering majors in Colleges and universities should keep pace with the times, explore diversified and personalized personnel training mode, and cultivate engineering and technical personnel with "double creative" ability in the new era [3]. Relatively speaking, China started late in Entrepreneurship education. The training of high-quality innovative entrepreneurs needs to break through the traditional "single" and "homogeneous" mode, and focus on the construction of "diversified" and "personalized" innovative entrepreneurship training mode [4].

Higher education in China can be divided into three categories: research type, application type and professionalism. The report of the Eighteenth National Congress of the Communist Party of China proposed that we should improve our ability of independent innovation and make our country an innovative country by 2020 [5]. In 1999, the Ministry of Education "Education Revitalization Plan for the 21st Century" put forward the need to strengthen entrepreneurship education for students and encourage students to start their own businesses [6]. Innovation and entrepreneurship education is rooted in the fertile soil of the development of the new economy, promotes the development of innovation ecology, and accelerates the integration of talents, markets, technology and capital [7]. At present, most higher vocational colleges adopt such dual-education education. The specific practice is to open a lot of entrepreneurial basic courses in the whole school, to cultivate a general education course based on entrepreneurial awareness, and to help improve the quality of talents while expanding the benefits of students. It can be seen that China has upgraded

college students' innovation and entrepreneurship education to a new height [8]. For English majors, there is a phenomenon of oversupply and unreasonable production and sales. As major universities have English majors and expand enrollment year by year, the number of English majors has increased rapidly, leading to more severe employment conditions [9]. Cultivating innovative and entrepreneurial talents is a requirement for sustainable socio-economic development and is the fundamental task of talent cultivation in higher agricultural colleges. At the same time, it is also an inevitable trend of economic globalization and integration with the international talent training model [10].

2. Methodology

In recent years, the popularization of higher education has enabled more students to enter university campuses, but the rapid increase in the number of college students has directly led to increased employment pressure at graduation. Learning needs are the starting point for the general education curriculum of adult colleges and universities, and also an important manifestation of the humanistic characteristics of the general education curriculum. Taylor has outlined three main sources of learning needs: learners, society, and disciplines. We must not only integrate the concept of innovation and entrepreneurship into teaching, but also pay attention to the complementarity of disciplines and the comprehensiveness of teaching, and integrate relevant knowledge of economics into the profession to form a dual-innovative curriculum with rich content, wide coverage and strong operability. It is an urgent problem for software talents training to realize seamless connection between talent training and enterprise demand. However, in the process of training English majors, there are still many uniformities. Therefore, how to improve the comprehensive quality of college students and meet the needs of the country and society in the new era, while improving the application skills of English professionals through English professional education, is an urgent problem to be solved.

For the problems existing in the cultivation of innovation and Entrepreneurship of English majors in Colleges and universities, the author has conducted a survey for the graduates of English majors in a university. The survey results show that 58% of the graduates in enterprises and employers think that their logical thinking ability is normal.

Table 1 Social Assessment of English Major Graduates' Knowledge Ability

Professional and professional knowledge				Ability and accomplishment		
Evaluation items		Basic Language Skills	Learning Ability and Business Familiarity	Social Communication and Public Relations Ability	Professional ethics and self-cultivation	Logical thinking ability
Evaluation situation	Very good	6%	3%	26%	18%	23%
	Preferably	43%	27%	45%	62%	19%
	Commonly	51%	70%	29%	20%	58%

The cultivation of innovative entrepreneurs is the objective requirement of building an innovative country. Applied undergraduate colleges and universities refer to a kind of higher education between research-oriented colleges and higher vocational colleges. Its main task and goal is to train applied talents. Research universities mainly train research-oriented talents, while vocational colleges mainly train skilled talents. There are still some phenomena in the training mode and curriculum design of English majors, such as emphasizing theory and neglecting practice, restricting the training of talents by examinations, and lacking of effective cultivation of students' practical ability and innovation and entrepreneurship ability. Some higher vocational colleges have launched a variety of "innovation and entrepreneurship classes", and some of them have built a curriculum system based on the introduction of specific business operations. Some combine regional economic development, and professionally drive entrepreneurship to set up physical construction classes or virtual pilot classes to set up a curriculum system. Compared with ordinary

college students, adult self-learning ability is strong, which can self-diagnose learning needs and determine learning content. This major focuses on the student's hands-on ability, comprehensive analysis and problem-solving skills, and accumulation of production practice experience. In addition, there are many overseas scholars who are constantly returning, and the pressure on the English job market is getting bigger and bigger.

The English professional innovation and entrepreneurship training model advocates designing and formulating according to the social needs and source characteristics of English education. Figure 1 is a schematic diagram of the structure of the talent training model.

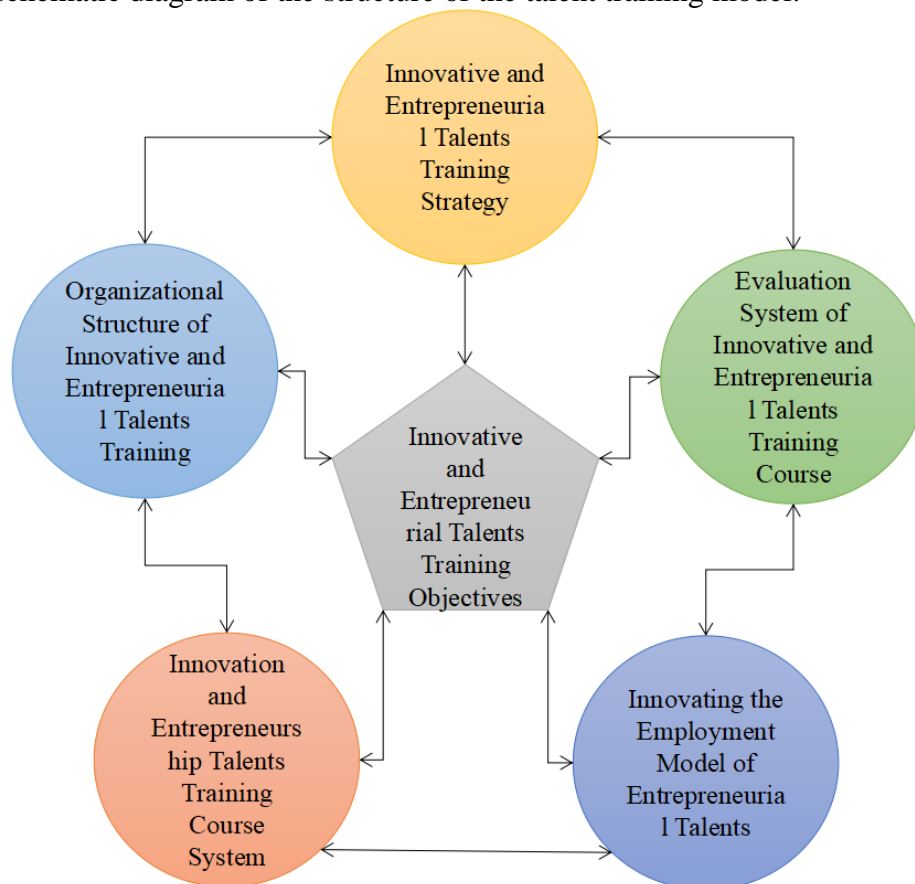


Fig.1. Structural Chart of Talent Training Model

3. Result Analysis and Discussion

With the difficult situation of English majors, the embarrassing situation of English subjects, English teachers are also facing unprecedented challenges. Cultivating college students' innovative spirit and entrepreneurial ability is the requirement of contemporary higher education, and it is an important embodiment of implementing quality education and cultivating high-quality applied talents. In specific practice, adult learning needs can be collected and analyzed in a variety of forms, including questionnaires and interviews. In the specific implementation process, there is no close connection between innovation and entrepreneurship education and professional courses. Innovation and entrepreneurship education and professional education have not yet formed an organic integration. However, the software talents cultivated by colleges and universities are difficult to meet the needs of enterprises. Especially in the context of innovation and entrepreneurship, college software talent training faces various new challenges. Therefore, talent cultivation should organically combine the two. In the process of talent cultivation, college English majors must face diversified social needs and reflect the unity of knowledge, ability and quality. Building an innovative country depends to a great extent on the scale and quality of innovative entrepreneurship talents, and the cultivation of innovative entrepreneurship talents depends to a large extent on innovative entrepreneurship education in Colleges and universities. Therefore, it is

imperative to build a personalized innovation and entrepreneurship training model in Colleges and universities.

Opportunities given by the times activate the equity investment market. According to the statistics of Qingke, in 2018, the number of venture capital projects has blowout growth, and private equity investment has shown a high growth trend. The number of investment cases and the amount of investment have both reached a record high (Figure 2).

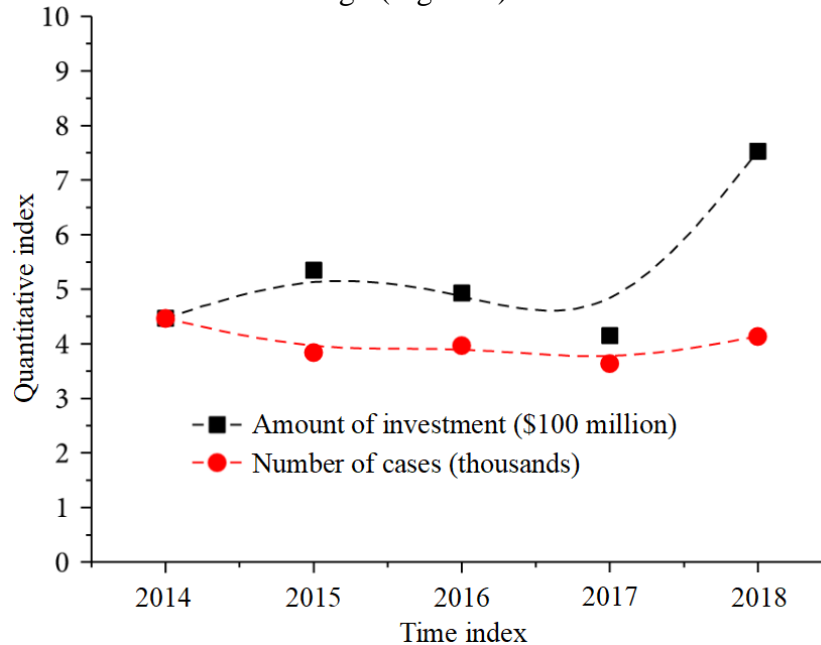


Fig.2. Investment in China's Market from 2014 to 2018

The so-called individualized innovation and Entrepreneurship Talent Training mode mainly refers to a brand-new higher education paradigm with individualized education as the basic means and means and high-quality innovation and Entrepreneurship Talent Training as the fundamental purpose. In a broad sense, entrepreneurship education is to cultivate individuals with initiative personality. Such people should have initiative, risk-taking spirit, entrepreneurship, independent working ability and skills of pioneering technology, social interaction and management. The research shows that mature software engineering talents must be educated by formal and good engineering practice training and profession under the framework of solid theoretical foundation, broad professional knowledge and innovative ability. It should be pointed out that adults are not only learners, but also individuals with social responsibility. Their learning time is limited and the contradiction between work and study is prominent. Compared with the education and innovation quality education, the education curriculum system is relatively complete. It is difficult to implement systematic monitoring of the process of theoretical teaching and practical teaching, and there is no quality monitoring and guarantee system that meets the needs of software talents. As the English major gradually shrinks, the enrollment scale is decreasing day by day. Later, some experts have boldly pointed out that the majors such as English and computer will disappear. It seems that this is not an alarmist, and the crisis has already appeared. Therefore, they need to be both English-speaking and other disciplines. This is the complex talent that society needs.

4. Conclusions

The research and practice of the innovation and entrepreneurship talent training model for English majors is a student-oriented education and teaching reform project. In this mode of cultivation, it is easy to cause a situation in which teaching and thinking, innovation and other practical activities are out of touch. In the business plan competition, the subject competition and the corresponding club activities, the management school is responsible for organizing and providing professional instructors, and the Youth League Committee and other departments are

responsible for the promotion of activities and the management of students. Although the college English majors have carried out substantial reforms and practices on the talent training model, the training mode and curriculum system of college English majors are still relatively traditional. Therefore, English majors in Colleges and universities need to accurately orientate the training of talents, clarify the training objectives, adjust the curriculum settings, inject new curriculum elements, and meet the needs of students' development. In short, with the rapid development of science and technology, the widespread use of high-tech and the continuous transformation of social production institutions, social development needs a large number of comprehensive talents with both innovative spirit and entrepreneurial ability. Colleges and universities should also continue to strengthen education and teaching reform, improve the construction of innovation and entrepreneurship curriculum system, fully tap students' potential, and cultivate students' innovative spirit and entrepreneurial ability.

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