

Strategic Research on Stimulating the Overall Vitality of College Students' Innovation and Entrepreneurship

Haoyu Huang

Nanjing University of Finance and Economics
Nanjing, China

Abstract—The cultivation of innovative and entrepreneurial talents plays a crucial role in the economic development of the whole country and even the society. To achieve this goal, it is necessary to reform the education system of innovation and entrepreneurship, and more importantly, the innovation and vitality of education itself are even more indispensable. Based on the analysis of the current situation of the integration of innovation and entrepreneurship education and professional education in colleges and universities, this paper explores the factors influencing the vitality and pace of innovation and entrepreneurship development. The study integrates the curriculum system, faculty, interest cultivation, platform construction and practice tracking to form an innovative training strategy for college students' life-cycle management and tracking of innovation and entrepreneurship.

Keyword—*innovative entrepreneurship, college student, vitality, platform, teaching staff*

I. INTRODUCTION

In the report of the 19th National Congress of the Communist Party of China, President Jinping Xing pointed out: "A nation will prosper when it's young people thrive. Only when the younger generation has the ideal, the ability and the responsibility, will the country have its future and the nation have its hope. The Chinese dream belongs to history, reality and future. It belongs to our generation and it belongs to the younger generation more precisely. The Chinese dream of the great rejuvenation of the Chinese nation will eventually come true in the relay struggle of the young generation." Jinping Xi's new era of socialism with Chinese characteristics is a guide for all the work of the party in the new era let alone the guiding ideology for innovation and entrepreneurship education in colleges and universities. Although the innovation and entrepreneurship education in China's colleges and universities has gone through nearly 20 years of development, the development is still relatively slow due to various factors and it cannot fully meet the requirements of current economic and social development. The guidance of new ideas and theories is urgently needed. In today's world, economic and social development is increasingly dependent on innovation in the fields of theory, system, science, technology and culture. The new advantages of international competition are increasingly reflected in the ability to innovate [1]. Among

the five principles of development established by the Party Central Committee, innovation is put in the first place, which fully reflects the great importance that the national leaders have attached to innovation. Colleges and universities are important positions for cultivating talents that innovation and entrepreneurship require. In the long run, whether the talents cultivated by colleges and universities have the awareness and ability of innovation and entrepreneurship will determine the degree of innovation in the whole society. Using new ideas and new concepts to guide the innovation and entrepreneurship of colleges and universities is an inevitable requirement of social development while entering a new era.

Innovative and entrepreneurial education in colleges and universities is an educational ideology and educational practice model born in adapting to meet the actual needs of social economic construction and development. We need to effectively improve the teaching and practice environment of innovation and entrepreneurship for college students in colleges and universities as well as to stimulate the overall vitality of university Innovation and entrepreneurship. They are not only the basic requirements for the development of quality-oriented education in China's colleges and universities, but also important practical ways to ensure that higher education institutions can continuously cultivate innovative and entrepreneurial talents that meet the needs of our society[2]. At the same time, colleges and universities must actively explore and apply the approaches that fully improved and optimized on the base of full understanding of the existing problems in the teaching of innovation and entrepreneurship if they want to achieve the best expected results in the practice of innovation and entrepreneurship. Based on the above research background, this paper will focus on the topic of the strategy for optimizing the paths of the vitality to stimulate college students' innovation and entrepreneurship education.

II. CURRENT SITUATION AND EXISTING PROBLEMS OF INNOVATION AND ENTREPRENEURSHIP EDUCATION IN COLLEGES AND UNIVERSITIES

A. *Backward education of creation and innovation*

There are some limitations and hysteresis in the existing guiding ideology of innovative entrepreneurship teaching. In the past, there was a phenomenon of attaching

importance to theoretical teaching while neglecting practical teaching. With the reform of the practical mode of talent cultivation in institutions of higher learning and the continuous promotion of innovation and entrepreneurship education reform in recent years, institutions of higher learning have achieved effective and significant improvement and optimization in innovation and entrepreneurship education mode [3,5]. However, there are still a certain number of colleges and universities who have not paid enough attention to the practical teaching in the practical process of innovation and entrepreneurship education, which leads to the fact that college students can not meet the needs of high-quality talents for social and economic development at the time of graduating.

B. Imperfect course teaching system

Some universities offer basic courses of innovation and entrepreneurship and general elective courses for the students of the whole university. They also offer the bilingual course of entrepreneurship for the students of Business Administration College. After years of development, innovative entrepreneurship courses in universities have been greatly enriched, and relevant practical courses have also received great attention. However, it should also be noticed that innovative entrepreneurship education still has shortcomings in curriculum design. Most colleges and universities have not yet built a sound education and teaching system, and the standard of innovative education is not strict enough. Besides, the innovative entrepreneurship courses offered is far from enough, and it occupies a little proportion in the whole teaching structure of universities. Further, most of these courses are based on theory teaching, but the practice courses are few and the quality is hard to guarantee, so it is difficult to achieve the development goal of innovation and entrepreneurship education [4]. On the other hand, lack of standardization of relevant textbooks is also an important issue. So far, the Ministry of Education has not published a unified teaching material of innovation and entrepreneurship. Most of the teaching materials used in colleges and universities are compiled by themselves, which results that the teaching of innovation and entrepreneurship course is not standardized, unified and ideal. In order to further develop innovation and entrepreneurship education, it is necessary to perfect the curriculum structure, arrange innovation and entrepreneurship education into daily teaching, and create a strong atmosphere of innovation and entrepreneurship education on campus, which can not only improve the theoretical basis of students' innovation, but also enhance the practical ability of innovation and entrepreneurship, and stimulate students' enthusiasm for entrepreneurship [5].

C. Weak faculty and lack of practical experience

In any respect, the teaching staff is an important factor affecting the teaching results, and the effectiveness of entrepreneurship education is also affected by the strength of teachers. As far as the actual situation is concerned, there are no professional entrepreneurship education teachers in

Chinese universities. On the one hand, concerning teachers, most of the teachers responsible for entrepreneurship education courses in colleges and universities mainly teach related professional courses and they may be responsible for students' work, with fewer professional teachers. The survey shows that 51.54% of entrepreneurship education teachers are professional teachers and 69.44% are responsible for students' work. That is to say, most entrepreneurship education teachers are part-time. Most of these teachers and workers have no practical experience in entrepreneurship, so many teachers can only find the corresponding content from the textbooks of economics or management to teach, so it is difficult to stimulate students' entrepreneurial potential, to give them basic guidance, and to convey entrepreneurship that is courageous to take risks and innovate. On the other hand, the statistics at the end of 2016 showed that there were 26,000 full-time teachers and 76,000 part-time supervisors in colleges and universities in China. The number of part-time teachers is twice that of full-time teachers, which shows that the current domestic full-time innovative entrepreneurship teachers can not meet the popularization of entrepreneurship education activities in colleges and universities. It can be seen that the number and quality of teachers in entrepreneurship education are greatly insufficient. The total number of teachers in entrepreneurship education is not large, and the number of teachers with entrepreneurship experience is far from enough [6,7].

D. Undergraduates' lack of entrepreneurial consciousness and ability

The entrepreneurship education is targeted at university students, so whether the university students have the ability and consciousness of entrepreneurship reflects the quality of the university's entrepreneurship education activities. If students have a certain awareness of entrepreneurship and the corresponding ability, it can stimulate students' entrepreneurship willingness, which is also the purpose of entrepreneurship education in colleges and universities. Although colleges and universities have carried out entrepreneurship education activities in accordance with national policies, students still do not have the ability and awareness of innovation and entrepreneurship, which reflects that the overall goal of entrepreneurship education has not been achieved in China's colleges and universities. Students have a relatively shallow understanding of entrepreneurship education. They think that entrepreneurship education is only a kind of quality education and do not realize that entrepreneurship education can help them in their future employment life. Some students even think that entrepreneurship education is a kind of course that needs to be studied. They have no deeper understanding and insight of the significance of entrepreneurship education for their future development. And a few students do not know what entrepreneurship education is, which shows that contemporary college students generally lack the understanding of entrepreneurship education. Influenced by traditional educational thinking, stability has become an important

reason why most college students choose to enter universities [7]. After more than ten years of school education, the lack of entrepreneurial awareness and ability has become a normal phenomenon for college students, which has greatly hindered the development of entrepreneurship education activities, but also shows that entrepreneurship education in China's universities has not achieved the desired results.

III. METHODS AND COUNTERMEASURES FOR IMPROVING THE ENVIRONMENT OF INNOVATION AND ENTREPRENEURSHIP EDUCATION IN COLLEGES AND INSPIRING THE VITALITY

A. *Strengthen the construction of entrepreneurship education courses*

In setting up entrepreneurship education courses, colleges should be guided by national standards. The courses should be based on the needs of talents in the social environment and the professional education, the professional characteristics, thinking characteristics and individual characteristics of students should be fully considered. Therefore, realistic and unique entrepreneurship education curriculum can be built. The course will be set up in three aspects: interest training, theoretical transmission and practical consolidation. It can be distributed in different grades, from shallow to deep. Successful experience of the West and actual situation should be combined to continuously update and improve the entrepreneurship education courses. It is necessary to gradually form an entrepreneurship education curriculum system with its own characteristics, and complete teaching materials, syllabus and training programs can be gradually generated. While ensuring the effective development of innovation and entrepreneurship education, colleges should strictly supervise the teaching quality of innovation and entrepreneurship courses, and establish a scientific system of innovation and entrepreneurship curriculum teaching quality evaluation system. Activities such as expert evaluation, teacher mutual evaluation and student evaluation of teachers can be taken to evaluate teachers' teaching attitude, teaching level, teaching methods and teaching effects in all aspects [8]. In this way, we will further urge teachers to improve their teaching level, and thus promote the practical effects of entrepreneurship education courses.

B. *Strengthen the construction of the teaching staff*

The construction of the teaching staff is the core of the achievements of entrepreneurship education in colleges. In order to achieve the purpose of entrepreneurship education, colleges and universities must establish a team of teachers who knows a lot about innovation and entrepreneurship and they can be full-time or part-time. At present, most colleges and universities in China lack a qualified team of entrepreneurial education teachers. In particular, many teachers have few entrepreneurial experience which leads to the patterning and superficiality of entrepreneurial education in colleges and universities. Therefore, it is

difficult to combine theory with practice in teaching, which seriously reduces the quality of entrepreneurship education. Colleges and universities should take more measures to improve the professionalism of the teachers [7]. On the one hand, entrepreneurship education teachers should have certain entrepreneurial experience in order to better convey relevant knowledge to students. On the other hand, schools should provide the necessary professional platform and development space for the teachers [6]. In addition, the construction of the team of entrepreneurship education should focus on attracting the entry of industry experts and absorbing the cooperation of industry professors in order to bring students a more intuitive entrepreneurial education experience.

C. *Strengthen cultivation of student interest*

In the face of today's entrepreneurial upsurge, most college students still have immature views on entrepreneurship. Some believe that entrepreneurship is prepared for graduates who are unable to work properly, and some pay more attention to the stability and ease of career when choosing a career who are unable to bear the hardships of the entrepreneurial process and the risk of possible failure, and some are envious of successful entrepreneurs but lack the confidence and courage to start. The audience of college entrepreneurship education is students. Colleges and universities should have a purpose to strengthen the cultivation of students' entrepreneurial interest, and change students' understanding of entrepreneurship fundamentally. This is actually one of the important purposes of entrepreneurship education. On the one hand, it helps students to establish a correct concept of entrepreneurship in a variety of ways, and cultivates a sense of social responsibility that contributes to the development of the country's economy in social roles. Through environmental influence and cultural edification, students can realize that entrepreneurship is not only a means of earning a living, but also contributes to the promotion of the national economy. Entrepreneurship is not only applied to individuals but also to organizational progress [7]. On the other hand, students should be fully aware of the risks of starting a business and know how to correctly identify risks and avoid risks. You can't be alarmist. It could be wrong if you don't dare to try it when you see a low success rate. You need to know how to start a business correctly [6]. As a result, college students become entrepreneurs with strong entrepreneurial interests that can provide motivation for the development of society.

D. *Speed up the construction of platform and follow-up practice tracking*

The ultimate result of promoting entrepreneurship education in colleges and universities is to build a multi-level entrepreneurial practice platform, provide a good training place for entrepreneurship education, and give full play to the practicality of entrepreneurship education. It is believed that building a multi-level entrepreneurial practice platform needs to combine existing university hardware conditions and social complementarity

resources. Entrepreneurship education in colleges is a system that depends not only on the efforts of the universities themselves, but also on the cooperation of the government and society to make the development of entrepreneurship education more rapid. In this process, colleges need to take the initiative to take responsibility and keep the communication with others [4]. On the one hand, colleges need to actively build virtual and physical entrepreneurship practice bases in schools, make full use of the existing and under construction sites to build entrepreneurial laboratories, entrepreneurial parks, and entrepreneurial incubators to provide students with the opportunity to experience entrepreneurship. Through the construction of the system, the school's entrepreneurial practice base can truly become a practical teaching place for entrepreneurship education. On the other hand, colleges should actively integrate extra-curricular resources and cooperate with enterprises to set up an entrepreneurial practice internship base together, so that students have the opportunity to learn from the enterprise, understand the business management, operation mode, marketing model, product development, and students can learn how to survive in the enterprise and increase their social experience.

IV. CONCLUSION

Under the economic and social background of "universal entrepreneurship and innovation", it is very important to stimulate college students' innovative vitality and entrepreneurial thinking. China's future society needs more diverse talents. Only by focusing on innovation and development can college students adapt to the future development of society. This development trend also urges colleges and universities to explore a more complete and comprehensive education strategy to stimulate the vitality of the college's innovation and entrepreneurship. This paper selects the existing problems of college students' innovation and entrepreneurship, explores the reasons that affect the vitality and pace of innovation and

entrepreneurship in colleges. Aiming at the topic of path optimization strategy to stimulate the overall vitality of college students' innovation and entrepreneurship, the corresponding countermeasures are given. It is of great significance to continuously improve and optimize the innovation and entrepreneurial ability of colleges and promote the vitality of innovation and entrepreneurship in college.

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