

Research on Innovation and Entrepreneurship Education for Art College Students Against the Background of Transformation of Local Universities*

Bin Luo

School of Art and Design
Hubei University of Science and Technology
Xianning, China

Yanrong Wang**

School of Art and Design
Hubei University of Science and Technology
Xianning, China
**Corresponding Author

Abstract—The transformation of local universities has brought about great changes to the content and form of university education and teaching, as well as the educational goal. As an important part of training high-quality applied talents, innovation and entrepreneurship education becomes more important. Based on the transformation of local universities into the application-oriented ones and the reform and development of universities to cultivate high-quality applied talents, exploring the practical path of innovation and entrepreneurship education for art college students is an effective way to adapt to the transformation development of universities and improve the training quality of art college students.

Keywords—local universities; art college students; innovation and entrepreneurship education

I. INTRODUCTION

Since the reform and opening up, China's social economy has got the rapid development, and the overall national strength has been greatly improved. Nowadays, China has become the world's second largest economy, and social economy has reached a new level. The economic and industrial structure model in the past that focused on labor-intensive industries is no longer fully competent for the development of economic and industrial structure. The industrial structure has been upgraded and transformed into knowledge-intensive and technology-intensive industries, which has become a new direction of China's economic development and reform. In order to further narrow the economic gap between China and the world's developing countries, it has become an inevitable choice for China's economic development to take the path of sustainable development and enhance the capability of independent innovation. To adapt to new needs of social economy development in China, local universities have gradually been transformed into technology-applied universities. Aiming to cultivate high-quality applied talents engaged in different

industrial positions, the transformation of local universities has also brought new changes to university education. The goal of talent training in universities is to highlight and emphasize the cultivation of new talents with independent innovation and entrepreneurship abilities.

The ability of artistic innovation is the basic ability that art college students must possess in their undergraduate stage. Meanwhile, the employment pressure faced by this kind of college students also puts forward higher requirements for their entrepreneurial ability and quality. However, restricted by some objective and subjective factors, students' innovation and entrepreneurship abilities in local universities cannot reach the standards. According to statistics, independent entrepreneurial rate of college students in China cannot reach 1% on average. While in developed countries, it can reach 20%-30%. The government of China also attaches great importance to it.

In 1999, China issued the Decisions on Deepening the Education Reform and Promoting Quality Education in an All-round Way. It officially proposed that universities should attach importance to the innovation and entrepreneurship education of college students, and improve their humanistic quality and scientific quality. From then on, the state leaders of all previous sessions have put forward requests on innovation and entrepreneurship education, and relevant departments have also issued a series of policy documents. Yet today, independent innovation and entrepreneurship abilities of China's college students are still unable to meet the demands of social economy development for talent quality. In particular, local universities set higher requirements for talent training objectives under the background of transformation of local universities. Therefore, it is necessary to study the practice of innovation and entrepreneurship education for art college students in local universities, and explore new approaches and methods of innovation and entrepreneurship education for art college students in the context of transformation, which is of great practical significance to improve their comprehensive quality and cultivate high-quality applied talents suitable for the needs of social economy development.

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II. CURRENT SITUATION OF INNOVATION AND ENTREPRENEURSHIP EDUCATION FOR ART COLLEGE STUDENTS AGAINST THE BACKGROUND OF TRANSFORMATION OF LOCAL UNIVERSITIES

A. *Late Starting Time and Low Starting Point of Education*

At present, most of universities that are located in prefectures and municipalities of China are developed from the previous higher vocational colleges. These universities have a short history in school running. Compared with the traditional universities, their school conditions, faculty level, cultural connotations and teaching system still need to be improved. Moreover, such universities do not have advantages in geographical position and policy treatment. Therefore, compared with some key undergraduate colleges in China, such local universities not only fall behind in the teaching staff of innovation and entrepreneurship education and lack educational infrastructure, but also have late starting time in innovation and entrepreneurship education. Restricted by factors such as funds, policies and teachers, under the background of transformation, the innovation and entrepreneurship education for art college students in local universities develops slowly and its level is seriously low.

B. *Imperfect Guarantee System for Policies and Funds*

Because of the short transformation time, most universities have not yet formed a set of complete and effective guarantee system for innovation and entrepreneurship education to ensure the smooth operation of education. The innovation and entrepreneurship education for art college students in most transformation universities still stays in the initial stage. Universities and relevant authorities have neither paid enough attention to the innovation and entrepreneurship education that cannot achieve immediate results, nor actively invested funds to it. As a result, a large number of new transformed local universities lack required funds and system guarantee in the innovation and entrepreneurship education, and are unable to effectively carry out it and their development is stagnant.

C. *Inadequate Innovation in Education*

In the past few years, China has laid increasing emphasis on innovation and entrepreneurship education of universities, especially on local universities. Local transformed universities have also made use of this favorable opportunity to explore and practice innovation and entrepreneurship education to a certain extent. Some universities have formed education models with their own characteristics in this respect.

However, macroscopically speaking, there are still many problems in innovation and entrepreneurship education in local universities under the background of transformation. These problems are mainly reflected in the inadequate innovation in educational form and content. For one thing, the innovation and entrepreneurship education for art college students stays on the traditional teaching mode of classroom inculcation and special lectures. It is difficult for this traditional education mode to stimulate students' interest in learning, so that students' enthusiasm for participation is not

high, and it is hard for them to complete the teaching task. For another, the existing content of innovation and entrepreneurship education for art college students in local universities mainly focuses on the interpretation of various government policies and sharing and elaboration of basic cases and theories of innovation and entrepreneurship. There is a lack of learning links for students to conduct independent experience.

D. *Teachers to Be Strengthened*

Teachers are the key to the implementation of innovation and entrepreneurship education in universities. Only teachers with higher professional quality in innovation and entrepreneurship education can carry out this kind of education effectively. However, local universities have a short history after transformation, and teachers are sufficient in number. Besides, many teachers with high educational level lack opportunities to engage in the related work in government, enterprises and other sectors, so it is difficult for them to be competent effectively in innovative entrepreneurship education. It cannot satisfy the all-round demand of innovation and entrepreneurship education for teachers' theoretical and practical knowledge.

E. *Lack of Platform for Practical Education*

Innovation and entrepreneurship, as its name implies, is to emphasize the cultivation of students' relevant practical ability. Therefore, it is also necessary to focus on cultivating students' practical ability through corresponding practical activities in the process of carrying out education. In the current practice of innovation and entrepreneurship education for art college students in local universities, due to a shortage of capital investment and system guarantee, investment in the practice platform for innovation and entrepreneurship education is insufficient, and the construction of incubation bases in universities is not perfect or its utilization rate is not high. Meanwhile, there is a lack of practice bases outside universities. Students are often limited in the theoretical level, and lack practical platform experience, which is an important reason for the low effectiveness of innovation and entrepreneurship education.

III. PROBLEMS IN INNOVATION AND ENTREPRENEURSHIP EDUCATION FOR ART COLLEGE STUDENTS AGAINST THE BACKGROUND OF TRANSFORMATION OF LOCAL UNIVERSITIES

A. *Imperfect Policies and Systems*

As is known to all, higher education in China is carried out under the leadership of Chinese Communist Party and the state, and the education and teaching work is also implemented under the corresponding policy system. In recent years, the transformation of local universities is also one of the concrete performance of the reform and development of the national higher education policies and systems.

However, in the course of transformation of local universities, a set of perfect policy and system has not been

established at the national level to ensure the implementation of innovation and entrepreneurship education for art college students and other education and teaching problems. Consequently, there is a shortage of a perfect policy system to guarantee the implementation of innovation and entrepreneurship education for art college students in local universities, thus indirectly affecting the improvement of education quality.

B. Insufficient Understanding of Innovation and Entrepreneurship Education

Innovation and entrepreneurship education is still a relatively new teaching problem for local universities. Many college students know little about this problem, and many university leaders also lack sufficient understanding of it. They believe that this kind of course is a dispensable course and can be completed with the teaching of textbook content in several classes. Their awareness of innovation and entrepreneurship education and its importance need to be further enhanced, so that this education can be deeply rooted in the hearts of the people and be recognized and valued by teachers and students.

C. Many Obstacles to the Development of Innovative Entrepreneurship Education

The development of innovation and entrepreneurship education in Chinese universities is uneven. This education in some pilot universities has already been mature and has been deeply recognized, and even has obtained some achievements. However, for most applied undergraduate universities, their multiple managements still need to form joint forces. The construction of curriculum system still needs to be improved, and the overall strength of teachers needs to be strengthened, and the management system needs to be accelerated, and the construction of practical teaching bases needs to be enhanced¹.

IV. EXPLORATION ON INNOVATION AND ENTREPRENEURSHIP EDUCATION FOR ART COLLEGE STUDENTS AGAINST THE BACKGROUND OF TRANSFORMATION OF LOCAL UNIVERSITIES

A. Raising Awareness and Establishing the Concept of Innovation and Entrepreneurship Education

Cognition has the active reaction to practice, and the correct cognition even can promote the development of practice. In the practice of innovation and entrepreneurship education of art college students in local colleges and universities, the cognition of the importance of education work is the prerequisite for doing a good job in education. In view of the lack of cognition in the innovation and entrepreneurship education of art college students in such colleges and universities, in the context of transformation, it is necessary to improve the understanding of innovation and

entrepreneurship education, and establish a scientific concept of innovation and entrepreneurship education for art college students.

The purpose of China's innovation and entrepreneurship education is to cultivate a new generation of high-quality talents with the innovative spirit and entrepreneurial ability that the times have learned. Colleges and universities must recognize the importance of innovation and entrepreneurship education from leaders to teachers and then to students and set up the innovative entrepreneurship education concept. Universities, local governments, and all levels of society must establish scientific concepts, work together for innovation and entrepreneurship education for college students, and provide human resources protection for building innovative countries. As an applied undergraduate university, in the process of implementing innovation and entrepreneurship education, it must clearly understand that the essence of innovation and entrepreneurship education is quality education, and the core is "cultivating people", aiming at cultivating students' innovative consciousness, entrepreneurial ability and practical ability. In the end, it is the cultivation of the overall quality of students.

B. Constructing Perfect Curriculum System and Providing Guarantee for the Innovation and Entrepreneurship Education

1) Understanding educational objective: The purpose of innovation and entrepreneurship education is to make students obtain what they have learned from education and what abilities they should possess for the future development. These are the first issues to be clarified in innovation and entrepreneurship education, and the basis for the construction of the innovation and entrepreneurship curriculum system. The transformation of local undergraduate university aims to cultivate all kinds of applied high-quality talents needed for social development. When universities formulate the innovation and entrepreneurship education curriculum system for art college students, they should take the talent training objectives as the essential basis and combine the development characteristics of discipline and specialty and physical and mental characteristics and knowledge level of students, regards specialized courses teaching as the basis, and integrates the innovation and entrepreneurship education into the professional teaching. Besides, they should carry out infiltration education, cultivate student's professional knowledge and educate the comprehensive applied talents with strong innovation and entrepreneurship ability.

At the same time, universities should change the teaching method of traditional theoretical knowledge infusion in the teaching way of innovation and entrepreneurship education, and should adopt some education methods with strong practice, such as university-enterprise cooperation and practical activities, enhance students' enthusiasm for participation, and thus effectively improve the effectiveness of teaching.

¹ Zhang Enshao, Li Qingchen. Practice and Exploration of College Students' Innovation and Entrepreneurship Education in New Applied Universities [J]. Journal of Shandong Youth University of Political Science, 2015 (2): 74-75.

2) *Constructing curriculum system:* The curriculum system is the core of implementing innovation and entrepreneurship education. Under the background of transformation, local undergraduate university should incorporate the construction of the innovation and entrepreneurship curriculum system for art college students into their own curriculum system. By combining the characteristics of discipline and specialty and the knowledge level of students, they will construct a multi-level, whole-process, three-dimensional innovation and entrepreneurship curriculum structure system on the basis of theoretical and practical courses. In the theoretical curriculum, local universities should integrate the innovation and entrepreneurship education to the professional theoretical knowledge curriculum, combine it with employment guidance, career planning and other courses, and incorporate innovation and entrepreneurship education to the basic compulsory courses. In addition, local universities can use the online channel to open online courses, so that students can learn anytime and anywhere.

C. Promoting the Establishment of a Long-term Mechanism for the Operation of Innovation and Entrepreneurship Education

Constructing a long-term mechanism for the operation of innovation and entrepreneurship education is an important institutional guarantee to ensure the smooth and effective development of education. From the perspective of long-term development of innovation and entrepreneurship education, local universities should focus on building a long-term mechanism for the operation of innovation and entrepreneurship education, and provide institutional guarantee for the effective development of innovation and entrepreneurship education for art college students.

First, a management platform for innovation and entrepreneurship education for art college students in universities should be established and perfected. At the university level, it is necessary to establish a special management institution for the innovation entrepreneurship education teaching. The institution will be fully responsible for the implementation of innovation and entrepreneurship education and coordinating the operation of various university functional departments involved in education. The institution should be responsible for the implementation of management and services for the innovation and entrepreneurship education of art college students at the university level, and provide micro-level management services for the development of the practical work of innovation and entrepreneurship education.

Second, it is necessary to speed up the construction and improvement of the management evaluation mechanism for the innovation and entrepreneurship education teaching. Innovation and entrepreneurship education should be included in the assessment index of teaching level in universities to ensure the implementation of innovation and entrepreneurship courses in institutions in universities. While ensuring the smooth development of innovation and

entrepreneurship education, universities should strictly supervise the teaching quality of innovation and entrepreneurship courses, establish a scientific and rational evaluation system for the teaching quality of innovation and entrepreneurship courses, and comprehensively evaluate teachers' teaching attitude, teaching level, teaching methods and teaching effect through expert evaluation, teachers' mutual evaluation and student evaluation.

D. Consolidating the Construction of Teachers of Arts Specialty

Teachers are the key to innovation and entrepreneurship education. Innovation and entrepreneurship education requires higher comprehensive quality of teachers. Teachers need to have relevant professional theoretical knowledge and practical experience knowledge. At present, most local universities are short of teachers with high professional quality in innovation and entrepreneurship education, which is the main factor restricting the effectiveness of innovation and entrepreneurship education in arts specialty in such universities.

Therefore, in the course of the development of innovation and entrepreneurship education and teaching, universities should enhance the construction of teachers, and create a team of teachers with both theoretical knowledge and practical experience, strong professional quality and high teaching skills for innovation and entrepreneurship education, which is the basis for improving the teaching effectiveness of innovation and entrepreneurship education for art college students. Universities should make full use of in-service teacher training, continuing education, the introduction of high-quality professional teachers, the employment of experts and scholars outside universities, and other ways to build a team of teachers with high educational level, strong professional quality, high teaching skill level and strong sense of responsibility for innovation and entrepreneurship education, so as to lay a solid foundation for the effective development of innovation and entrepreneurship education.

E. Strengthening the Construction of Practical Teaching Platform

First, the construction and utilization of incubation bases for innovation and entrepreneurship in universities should be strengthened. Funds should be raised in the form of private, enterprise and alumni donations to strengthen the construction of innovation and entrepreneurship bases in universities. In terms of base construction, universities should ensure the basic hardware facilities and related equipment, and also consider various ways to form a benign competition in the base and promote the academic atmosphere. On the basis of ensuring the complete hardware of the base, the matching of software in the base should be attached importance to. That is to say, universities should equip the base with professional instructors, provide in-depth follow-up guidance for the incubation project, and introduce corresponding safeguard systems and measures to ensure the enthusiasm and rights of teachers and students.

Second, the construction of practical education base for innovation and entrepreneurship outside universities should be enhanced. Local universities should make use of their own advantages and government's policy support. It should actively explore bases in local characteristic economic development zones, industrial parks, science and technology parks and other economic industry-intensive areas by integrating multi-resources, utilizing the advantages of combination of industry, education and research, and university-enterprise cooperation, so as to build professional off-campus practice bases for students.

V. CONCLUSION

The development of innovation and entrepreneurship education for art college students in local universities under the background of transformation is a comprehensive educational problem involving curriculum teaching itself, the construction of relevant educational and teaching management system, the construction of teachers, university-enterprise cooperation and so on. Local universities should focus on the core goal of cultivating applied talents, constantly reform the teaching methods and paths of innovation and entrepreneurship education, effectively improve the effectiveness of innovation and entrepreneurship education, and provide solid and effective teaching support for cultivating students into high-quality applied talents.

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