

Exploration of Innovation and Entrepreneurship Education for College Students

Guomin Lin
Xijing University
 Xi'an Shaanxi, China

Abstract-Taking the college students' innovative entrepreneurship education as the research target, the problems existing in the innovation of colleges and universities entrepreneurship education in China are analyzed. The innovation of college students entrepreneurship education system and the construction of evaluation index system of university students' innovative entrepreneurial education methods are put forward, that Chinese universities entrepreneurship education should follow the principle of innovation are pointed out; Taking the applied university as the research object, the construction scheme of guest room is designed.

Keywords-college, innovation, guest room

I. INTRODUCTION

Innovation and entrepreneurship ability is the foundation of college students' foothold in society and the ultimate goal of higher education [1]. Therefore, innovation and entrepreneurship education of college students has become a new and eternal subject. A large number of works about entrepreneurship education, research papers and research report have appeared in world education powers, the relevant research mainly through the transplant the theory of innovation and entrepreneurship research, and then from a research perspective, the research perspective is limited to the following specific issues such as entrepreneurship education impact on individual entrepreneurship, entrepreneurship education curriculum and cultivate teachers, the entrepreneurship education teaching mode, the relationship between entrepreneurship education and economic development, entrepreneurship education evaluation index [2,3].

The development of entrepreneurship education in colleges and universities in China has gone through the following four stages: the first stage is the budding stage (1998-2002).The Ministry of Education proposed to "strengthen entrepreneurship education for teachers and students, and take measures to encourage them to establish high-tech enterprises independently". The second stage is the exploratory stage (2003-2007).The central committee of the communist youth league introduced KAB (Know About Business) entrepreneurship education project, and selected 6 universities as the first batch of pilot universities of KAB entrepreneurship education. The third stage is the expansion period (2008-2009). Entrepreneurship education gradually

changes from paying attention to college students' entrepreneurship practice to the reform of entrepreneurial talent training mode. The fourth stage is the mature stage (from 2009 to now). The Ministry of Education has integrated the concept of innovation into the innovation education for the first time, and clearly pointed out that the innovation and entrepreneurship education in colleges and universities is an important way to deepen the teaching reform of higher education and cultivate students' innovative spirit and practical ability.

II. EXISTING PROBLEMS OF INNOVATION AND ENTREPRENEURSHIP EDUCATION DEVELOPMENT IN CHINESE UNIVERSITIES

Compared with the developed countries in the world, the development of innovation and entrepreneurship education in China started relatively late, and until the end of the 20th century, a small number of colleges and universities carried out spontaneous exploration of entrepreneurship education. After more than 20 years of exploration, although some progress has been made, there are still the following major problems.

A. *The Goal of Innovation and Entrepreneurship Education is not Clear and the Emphasis is not Enough*

Entrepreneurship education is only regarded as a means to cultivate "innovation consciousness", limited to a small range of activities, a few people participate in, mistakenly believe that "entrepreneurship competition" is "entrepreneurship education", resulting in entrepreneurship education deviation from the goal.

B. *Lack of Curriculum Resources for Innovation and Entrepreneurship Education, Weak Teacher Training and Theoretical Research*

Since entrepreneurship education is placed outside the teaching planning system, an independent entrepreneurship course and a systematic entrepreneurship course group have not been formed. As a result, entrepreneurship education and professional education have not been organically integrated, and corresponding teaching materials and evaluation system have not been formed. Weak teacher training and academic research are also the bottlenecks restricting further development of entrepreneurship education. Teachers teach too much theoretical knowledge and lack of targeted

entrepreneurship education content and experience, so they cannot truly grasp the essence of entrepreneurship.

C. Relatively Low Level of Innovation and Entrepreneurship Activities

Although more and more college students join in the team of self-employment and inject fresh blood into the team of self-employment, but the technical content of entrepreneurship is low, the success rate and survival rate of entrepreneurship are low, and the level of entrepreneurship needs to be improved.

III. CONSTRUCTION OF INNOVATION AND ENTREPRENEURSHIP EDUCATION SYSTEM FOR COLLEGE STUDENTS

Drawing on the advanced experience of innovation and entrepreneurship education in foreign institutions and combining with the reality of innovation and entrepreneurship education of Chinese college students, the innovation and entrepreneurship education of Chinese college students should make efforts in the following aspects:

A. Set Up the New Concept that "Innovation and Entrepreneurship Education is a Basic Task of Colleges and Universities"

Recognize that college graduates are an excellent part of the new and growing workforce, and that they are not only job seekers, but also likely to be successful entrepreneurs and job creators. Therefore, it is particularly important to cultivate college students' innovation and entrepreneurship skills and initiative spirit.

B. Define the Main Tasks of Innovation and Entrepreneurship Education

The task of innovation and entrepreneurship education in institutions of higher learning is to cultivate college students' consciousness of innovation, especially the consciousness of reform, the consciousness of competition and the pioneering spirit of self-improvement[4]. Second, enrich entrepreneurial knowledge, so that students master the necessary theoretical knowledge and policies and regulations in entrepreneurial practice; The third is to make college students form entrepreneurial psychological quality, that is, independence, tenacity and pioneering; Fourth, to organize entrepreneurial practice and create conditions to support college students to actively participate in entrepreneurial activities, such as opening up entrepreneurial bases and holding entrepreneurship competitions. Fifth, enhance entrepreneurial ability, train college students to master the basic skills of entrepreneurship, and improve their ability of operation and management and social activities.

C. Build an Innovation and Entrepreneurship Education System

Innovation and entrepreneurship education should be incorporated into the overall teaching plan to form a series of entrepreneurship education courses in the form of public basic courses or vocational courses. In the actual teaching process, taking cultivating entrepreneurial will, quality and ability as the main line, according to the order of stimulating entrepreneurial consciousness, cultivating entrepreneurial ability, improving management ability and self-cognition ability, strictly implement the teaching requirements of various entrepreneurship education courses, and in order to obtain the best effect of training high-quality innovative talents.

D. Build a Platform for Innovation and Entrepreneurship Education Practice

Only the theoretical knowledge of innovation and entrepreneurship can be said to be divorced from reality, which is an armchair strategist; the same lack of entrepreneurship related theory, just filled with enthusiasm and entrepreneurial impulse, is also blind, lack of foundation. Successful entrepreneurship is inseparable from the close combination of innovation and entrepreneurship education and practice. Therefore, while paying attention to the study of innovation and entrepreneurship theory knowledge, we should build an innovation and entrepreneurship practice platform for college students to display their talents, organizing more innovation and entrepreneurship practice activities, creating an innovation and entrepreneurship atmosphere, and encouraging college students to engage in innovation and entrepreneurship practice are very necessary.

E. Improve the Security System for Innovation and Entrepreneurship Education

To effectively carry out the entrepreneurship education for college students, the securities in policies, culture, organizations, funds and teaching staff, etc. are need. Therefore, policies should be formulated to stimulate the entrepreneurial enthusiasm and initiative of teachers and college students. Secondly, colleges and universities should strengthen the construction of campus culture with entrepreneurial culture as the theme, highlight the idea of entrepreneurship education and create conditions for entrepreneurship. Then it is to raise special funds for entrepreneurship education and strengthen entrepreneurship education teaching team.

IV. CONSTRUCTION OF EVALUATION INDEX SYSTEM FOR COLLEGE STUDENTS' INNOVATION AND ENTREPRENEURSHIP EDUCATION

A. Influencing Factors of Innovation and Entrepreneurship Education Evaluation

As a systematic project, entrepreneurship education involves a wide range of factors, including "time delay

effect", "multi-dimensional motivation" and "interest correlation".

(1) The "time delay effect" factor of innovation and entrepreneurship education. "Time lag effect" refers to a considerable time delay between receiving entrepreneurship education and actually starting a business, usually about 10 years. This requires that in the process of establishing the evaluation index system of entrepreneurship education, we must start from the main body of entrepreneurship education, consider the changes in the entrepreneurial consciousness, innovative spirit and entrepreneurial ability of college students, and point out the direction for the establishment of evaluation objects.

(2) "Multi-dimensional motivation" factors of innovation and entrepreneurship. Entrepreneurial behavior is not only to establish a career through innovation, but also refers to the process in which college students bring innovative thinking into employment and continuously realize their self-value in work. Entrepreneurial behavior is affected by "multi-dimensional motivation" factors such as social factors, psychological factors and economic factors. These three factors are interwoven with each other and jointly influence entrepreneurial behavior to form comprehensive influencing factors, among which psychological factors have the largest influence on entrepreneurial behavior.

(3) "Interest correlation" factors in the evaluation of innovation and entrepreneurship education. From the perspective of evaluation subjects, entrepreneurship education generally includes three levels: government, society and school. Different "stakeholders" have different concerns, which may easily lead to inaccurate evaluation. The evaluation of entrepreneurship education is characterized by diversified subjects, complicated paths and diversified influencing factors. Therefore, the feasibility of the evaluation index system should be analyzed based on the entrepreneurial situation, so as to correctly plan the evaluation path of entrepreneurship education.

B. Principles for Constructing the Evaluation Index System of Innovation and Entrepreneurship Education

When constructing the evaluation system of entrepreneurship education, the following three principles should be followed.

(1) The principle of "indirectness". Under the influence of the "time-delay effect" of innovation and entrepreneurship education, it is very important for the evaluation index subjects to observe the behavioral attitude and subjective norms, and the behavioral intention of people is an important factor affecting whether the entrepreneurial behavior occurs or not. Therefore, the evaluation index system of entrepreneurship education should be constructed from three levels: entrepreneurial consciousness, entrepreneurial spirit and entrepreneurial ability.

(2) The principle of "double subjects". Education and college students are the two main bodies of college students'

innovation education. Both are equally important and cannot be overemphasized. Adhering to the principle of "double subjects" will help clarify the internal structure of the evaluation objects and form a two-way evaluation path of entrepreneurship education.

(3) The principle of "stereoscopic form". The construction of evaluation index system of innovation and entrepreneurship education follows the order of "qualitative -- quantitative -- qualitative" horizontally to make the evaluation results reliable and effective [5]. Grasp the time, progress and refresh in the vertical, so that the evaluation results close to the reality.

C. Establishment of Evaluation Index System for Innovation and Entrepreneurship Education.

The evaluation index system of entrepreneurship education includes three first-level indicators: entrepreneurial consciousness, entrepreneurial spirit and entrepreneurial ability[6]. Among them, entrepreneurial consciousness can be further divided into second-level indicators such as the goal orientation of entrepreneurship education, learning needs of entrepreneurship education and the cultivation of students' personality traits through curriculum setting. Entrepreneurial spirit can be further divided into second-level of indicators such as entrepreneurial opportunities, innovative thinking and dynamic turning of entrepreneurial behavior. Entrepreneurial ability can be further divided into second-level indicators such as emotional intelligence culture in entrepreneurship education, the development of students' internship and the comprehensive evaluation media of entrepreneurial ability.

V. CONSTRUCTION OF APPLIED UNIVERSITY GUEST ROOM BASED ON INNOVATION EDUCATION

Guest room is a concrete embodiment of innovation education, especially for applied universities, guest room is particularly important. Due to the increasingly serious homogenization tendency of higher education cultivation of talents and structural contradictions highlighted, the employment rate and quality of college graduates are low, while lack of the application-oriented, inter-disciplinary and innovative talents that employers are in urgent need. In terms of talent cultivation, applied universities have some problems such as lack of innovation and lack of distinctive features. Not enough attention has been paid to the cultivation of innovation ability, which only relies on limited extracurricular activities, and no mature cultivation mechanism and feasible systematic scheme has been formed. The emergence of guest room alleviates the existing problems of innovative education in applied colleges and universities to some extent. Guest room can be simply understood as a place to turn the ideas of college students with "ideas" into reality. Use the guest room, to carry out a guest type education, can make the students learn by doing, learn by creating, not only improve the students' innovation ability, but also can further promote the students' practical

ability and promote students' learning interest and learning ability, students' learning structure can be improved, construct doctrine study theory is carried out. Guest room construction should be start from the following aspects.

A. Infrastructure Construction

The overall layout of guest room should be convenient for creative communication, production and display, as well as for publicity and visit. The functional areas are divided into creative activity rooms, 3D printing workshops, institutional workshops, creative achievements showrooms, etc.

B. Construction of Guest Teachers Team

A good team of guest teachers is the key to the efficient operation of guest room [7]. Guest teachers should be diversified in composition, younger in age, diversified in sources, and preferably "double qualified".

C. Construction of Guest Activity Organization

The organization of guest activities needs to determine the appropriate creative theme, which should meet the basic requirements of applied undergraduate education and make it as easy as possible to materialize and commercialize, so as to achieve the goal of creating guest room in applied universities. Guest activities require students to make full use of spare time to exercise themselves in the guest room, and constantly make and achieve short-term and medium-term goals. In addition to the guidance of guest teachers, a certain number of guest' assistants are also required to facilitate the implementation and daily management of guest activities [8].

D. Other Construction of Guest Room

Guest room funds management system formulation, funds source, budget, expenditure and account management, guest room achievements transfer, operation, website construction and other construction are also very important. It is an indispensable part of guest room construction.

VI. SUMMARY

Innovative education is the key to solve the problem of college students' employment. College students' innovative entrepreneurial education of colleges and universities must be accurate analysis of the problems existing in the innovation of colleges and universities entrepreneurship education in China, reasonable construction of university students' innovative entrepreneurial education system and university students' innovative entrepreneurial education evaluation index system, follow the "indirectness", "double subjects", "stereoscopic form" principle, strive to create a guest room and other forms of entrepreneurial atmosphere, make the innovative and entrepreneurial education from "decoration project" into the "foundation project", actively implement university-enterprise cooperation, attaches great importance to the innovative and entrepreneurial education,

all-round implement to create more employment opportunities for college students.

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