

Research on the Integration of Innovation and Entrepreneurship in the New Era

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Abstract—Through extensive investigation, find out the problems that affect the existence of innovative entrepreneurship education. The model of innovation and entrepreneurship education, through horizontal and vertical integration, gives method guidance and practical opportunities in the process of college students' innovation and entrepreneurship, and guides college students to have innovative spirit and innovative ability to promote the development of innovation and entrepreneurship education in colleges and universities.

Keywords—innovation and entrepreneurship; education integration; research

I. REVIEW ON THE DEVELOPMENT OF INNOVATION AND ENTREPRENEURSHIP EDUCATION

Innovative thinking and creative practice are the essential requirements of social development and the driving force of social development. With the development of society, innovation becomes the inevitable requirement. Without innovation, there is no driving force of social development.

In 1941, Osborne, the manager of the American BBDO advertising company, published the book *Methods of Thinking* and proposed the Intellectual Incentive Law. Since the 1960s, the United States has established a special creative research institution to promote the development of creative science [1]. Almost all universities in the United States offer creative training courses, some specializing in various creative techniques, others combining professional courses and using creative training methods to transform the original curriculum.

According to D·P·AuSube's meaningful learning theory and Bruner's discovery learning theory, innovation and entrepreneurship education is a combination of meaningful learning and discovery learning, and makes full use of the teaching philosophy of "theory promotes practice and practical feedback theory". Students' knowledge background guides students to actively discover their own advantages.

In the process of exploring and implementing entrepreneurship education, the United States has paid attention to the change of students' employment viewpoint, and promote students to be passive. Though pay attention to the content of entrepreneurship education Experience, so that students can obtain the perceptual sense of entrepreneurship. At the same time, teachers also get a certain entrepreneurial

experience and entrepreneurial knowledge of entrepreneurial skills [1].

II. THE VALUE OF THE INTEGRATED INNOVATION AND ENTREPRENEURSHIP EDUCATION SYSTEM

A. Fully Inspiring Students' Sense of Innovation

The change of students' learning style and learning consciousness from high school to university is related to the results of four years of university study, and it is also directly related to the formation of college students' professional ability. This integration starts from inspiring students' innovative consciousness and promotes the change of students' learning style and learning consciousness to adapt to the future learning and professional needs of the university.

Innovative entrepreneurship education for college students from the first year of the university, they actively understand the importance of innovation and entrepreneurship, use innovative thinking to think about problems, and have a significant role in promoting the transformation of college students' learning roles and creative awareness.

B. Encourage Students to Innovate and Practice

Confucius said that it is not a pleasure to learn from time to time. The ultimate goal of this integration is to promote the combination of knowledge and innovation, and to form innovative practices, in order to give full play to the great value of knowledge. Through the practical projects such as the University Students Innovation and Entrepreneurship Competition, students are encouraged to carry out creative practice in depth and mobilize the enthusiasm of students for innovation and creation.

Firstly, innovation and entrepreneurship education inspires students' innovative consciousness, makes them realize that innovation is the state of life, the state of development, the state of learning, but also the state of growth. Secondly, to make students realize that the real goal of learning is innovation, college life should revolve around innovation, fully enlighten students' sense of innovation.

C. Enhancing the Level of Talent Training

Through this integration, firstly we consciously promote the change of students' learning consciousness, so that students

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understand that the purpose of learning is innovation, and innovation is the mission of knowledge. Secondly, by creating practical activities and applying innovative consciousness and innovative knowledge, it can not only stimulate students' creative enthusiasm, but also stimulate students' enthusiasm for learning [2]. When problems are discovered in practice, students will have considerable motivation to learn.

Cultivating students' awareness of innovation and entrepreneurship requires improving their ability to innovate and start a business. From undergraduate to graduate students, the enthusiasm and initiative of innovation and entrepreneurship need to be further stimulated, so that they understand that innovation and entrepreneurship is the need of the transformation of social development mode, and also one of the essential goals of learning.

D. Sufficient the Characteristics of Innovative Entrepreneurship Education

Under the background of the new era, how to integrate the innovation and entrepreneurship education into the economic development strategy sustainably, to promote the economic reform and the development of small and medium-sized enterprises, has become a major issue that must be considered. Through this program, we strive to build an innovative entrepreneurial education style that is rich in the characteristics of our school's dominant disciplines, and promote the implementation of the school's dual-first-class strategy.

III. THE STATUS AND PROBLEMS OF THE INNOVATION AND ENTREPRENEURSHIP EDUCATION SYSTEM

A. Abbreviations and Acronyms Decentralization of the Curriculum System for Innovation and Entrepreneurship Education

The high school stage emphasizes learning existing knowledge and aiming at mastering existing knowledge. Students have clear learning objectives, full motivation for learning and significant learning outcomes. When entering the university, students are not adapted to the huge changes in the learning environment, the goal of learning becomes blurred, the motivation for learning declines, the learning effect is not obvious, and students have obvious discomfort. The reason is because of the lack of understanding and understanding of new ways of learning and learning. The current innovation and entrepreneurship education curriculum system, including curriculum relationship, course content, and course assessment, is more decentralized, which is not conducive to the effective development of innovation and entrepreneurship education in our school. In terms of curriculum relationship, the relationship between the innovative entrepreneurship curriculum and the student professional course is not clear, and students cannot clarify which courses in the major are closely related to the innovation and entrepreneurship curriculum.

B. Innovative Entrepreneurship Education is Poorly Targeted

By using the method of questionnaire survey, 1256 students were selected as samples, and 1180 valid questionnaires were collected at last. When asked if they are interested in

independent innovation and entrepreneurship, 48.28% choose a little interested, 31.03% choose very interested, and 13.79% did not consider, and the students who are not interested only accounted for 3.45%. At present, college students' innovation and entrepreneurship education faces all students, ignoring the students' individual needs and professional characteristics, and has poor pertinence.

In the previous research, it was found that most of the students' expectations for innovation and entrepreneurship education revolved around the characteristics of this profession. It is hoped that through innovation and entrepreneurship education, the professional knowledge will be brought into full play, the value of professional knowledge will be exerted, and the goal of learning and utilization will be achieved through entrepreneurial practice.

C. The Problem that the Timeliness of Innovation and Entrepreneurship Education is not Significant

With the rapid development of knowledge dissemination speed and technological innovation speed, the timeliness of innovation and entrepreneurship education is obvious [3]. It is obviously not appropriate to solve future problems with past knowledge.

Through the design of vertical and horizontal integration of innovative entrepreneurship education, this program gives full play to the knowledge spillover effect, stimulates the enthusiasm of innovative entrepreneurs and students, and forms an integrated learning atmosphere. To some extent, it solves the problem that the timeliness of innovation and entrepreneurship education is not significant.

D. Insufficient Communication and Communication between Different Professionals and Different Levels of Innovative Talents Grasping the Difference of Talent Training Objectives in Colleges and Universities

When asked about the reasons for choosing to start their own business, most of the students thought that they were trying to get more wealth, accounting for 41.38% of the total number. Secondly, they were the challenge self and the pressure of employment, which accounted for 27.59%. From the level of innovation and entrepreneurship, our school has strong alumni, international students, professional doctors, MBA, MPA, undergraduate students, and the talent level is very perfect.

The goal of innovation and entrepreneurship education is to cultivate talents with forward-thinking ability, management ability and technical adaptability, and ask students to know as much as possible about the different knowledge of the direction of innovation and entrepreneurship. At present, the innovation and entrepreneurship education is decentralized, and it is difficult to solve the communication problems of innovative talents of different professions and levels [4]. Through this program, we will effectively solve the communication and communication between innovative and entrepreneurial talents in different horizontal and vertical levels, and form a composite talent pool to meet the needs of innovation and entrepreneurship education.

IV. THE STRATEGY OF CONSTRUCTING AN INTEGRATED SYSTEM OF INNOVATION AND ENTREPRENEURSHIP EDUCATION

A. Grasping the Difference of Talent Training Objectives in Colleges and Universities

Colleges and universities have different dominant disciplines and school culture sources. Innovative entrepreneurship education is faced with college students with different interests. Grasping the characteristics of colleges and universities has become the primary requirement for innovation and entrepreneurship education.

The relationship between the curriculum system of innovative entrepreneurship education and professional courses is clarified, so that the curriculum relationship is clear. For the plant protection discipline, combined with the relevant professional courses, the entrepreneurial resources with technology and market advantages are tapped, and the curriculum design is biased towards the innovation and entrepreneurship education of related resources. Combine different professional perspectives to construct a clear and rich curriculum relationship, that help students understand the difference between different professional knowledge and accelerate the communication of knowledge.

To guide the content setting of other innovative entrepreneurship education courses in schools to highlight differences and complementarities, and to make effective use of the resources in schools. According to the steps of innovation consciousness and entrepreneurial ability training, the appropriate teaching content is selected so that it can fully meet the needs of innovation theory and practice. Through creative thinking training, entrepreneurial team construction, entrepreneurial resources integration, creative program presentation and other content, so that students have a more comprehensive grasp from the sense of innovation to the necessary steps to create practice. In terms of curriculum assessment, according to the training goal and curriculum relationship, the design has the standard of difference, such as not only can choose to highlight the evaluation of the theoretical requirements, but also can choose to highlight the evaluation of the practice requirements, or the evaluation criteria of the combination of the two.

B. Using Horizontal Aggregation to Condense Innovative and Entrepreneurial Talents

The construction of horizontal and vertical integration methods provides students with the necessary growth environment for innovation, innovation and innovation. By constructing a horizontal and vertical integration approach, it has broken the limitations of the inherent talent structure and talent knowledge, and maximized the space for the exchange of talents and knowledge.

Innovation and entrepreneurship education requires innovation, the cultivation of entrepreneurial qualities, and the improvement of innovation and entrepreneurship. Through the integrated training method, we will cultivate students' ability of innovation and entrepreneurship planning, financing channel conception, team management, etc., and provide specific guidance on the market research, profit model and project

consultation required for college students' innovation and entrepreneurship, and guide students to innovate and innovate.

The horizontally-aggregated innovation and entrepreneurship education approach takes the goal of innovation and entrepreneurship education as the concept, condenses the students who are interested in innovation and entrepreneurship in the whole school, respects the individual needs of students and the needs of professional development, and provides targeted education counseling. Guide students to find problems in interdisciplinary majors, actively develop professional knowledge, and achieve the goal of learning by using cross-thinking and cross-learning.

C. Cultivating Innovative and Entrepreneurial Talents through the Vertical and Continuous Way of "Innovation and Entrepreneurship Education +"

The vertical and continuous way of innovation and entrepreneurship education, that is, the division of theoretical practice and talent level, make full use of existing entrepreneurial resources, form innovative entrepreneurship education + college student entrepreneurship park, maker base, entrepreneurship college, international students, professional doctors, MBA, MPA, undergraduate students and other perfect training systems, give play to the advantages of talent team, and form a powerful vertical integration training method.

Through vertical integration, the effects of knowledge spillovers, technology spillovers, capital spillovers, and cultural spillovers will be fully utilized to stimulate the awareness of innovation and entrepreneurship among alumni, teachers, and students, and create an excellent environment for innovation and entrepreneurship for each talent echelon. Both the theory and practice of innovative entrepreneurship education are equally important [5]. According to the cognitive characteristics of college students' innovation and entrepreneurship, they attach importance to the guiding role of theory in innovation and entrepreneurship. Through theoretical study, such as creative thinking training, entrepreneurial team construction, entrepreneurial resource integration, creative program presentation and other rich teaching content, in theory, comprehensively sort out the confusion and challenges faced by college students in innovation and entrepreneurship, and enhance students' innovation and entrepreneurship.

Strengthen school-enterprise and inter-school interaction, build a teaching platform that combines theory with actual combat, and enhance students' practical opportunities and practical abilities [6]. Based on the Innovation and Entrepreneurship Competition, we will build a three-dimensional teaching mode of "teaching, learning and training". Through the integrated construction method, it provides the necessary environment for the integration of the theory and practice of innovation and entrepreneurship education.

D. Cultivating Innovative and Entrepreneurial Talents through the Elite Training Method of "Innovation and Entrepreneurship Experimental Class"

Through integrated methods, this course recruits "innovative entrepreneurship experimental classes" inside and outside the school, and encourages students to carry out

creative practice through intellectual property transfer, college students' innovation and entrepreneurship competitions, and fully mobilize the enthusiasm of students for innovation and creation. For the problem of obstacles encountered in the process of college students' entrepreneurship, students who chose "not enough experience and lack of social practice experience" accounted for 93.1%, followed by "funding shortage", "face to risk psychological tolerance" and "starting business direction". Clearly, there are no good projects, each accounting for 82.76%, 79.31% and 72.41%. A small number of students chose "family opposition" to account for 34.48%.

Innovative entrepreneurship education inspires students' sense of innovation, and realizes that innovation is the state of life. It is impossible to think that repeated learning is the goal. Make students realize that the real goal of learning is innovation, and university life should focus on innovation and fully inspire students' sense of innovation.

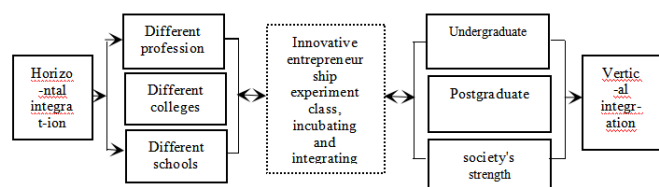


Fig. 1. Innovation and entrepreneurship education integration system

Let the innovation and entrepreneurship education integrate deeply with the professional education, put the innovation and entrepreneurship education into the whole process of personnel training, establish the cross-training mechanism of the innovative entrepreneurial talents with the characteristics of students' individuality and self-demand as the guide, and integrate the innovative entrepreneurship education into the enterprise, practice and industry, Construct an ecological system in which innovative talents supply and industrial demand develop in a benign and complementary direction.

Through this reform, students are encouraged to change their learning consciousness, so that students understand that innovation is the mission of knowledge. Through elite learning and coaching, students can apply their innovative consciousness and innovative knowledge, which can stimulate students' creative enthusiasm and stimulate students' enthusiasm for learning [7]. By discovering problems in practice, students have considerable motivation to learn more about innovation.

Establish a relatively full-time school-level team of innovative entrepreneurship education instructors. Innovative entrepreneurship education should be based on the needs of different professional students, targeted design curriculum features, equipped with instructors, to form a teacher guidance team to meet the needs of different professional entrepreneurship [8]. Schools should give full play to the advantages of the team of entrepreneurial instructors, give

funds, venues, and treatment support, so that teachers of innovative and entrepreneurial teams can concentrate on guiding students, connecting with society, transforming the value of knowledge, and forming excellent innovation and entrepreneurship education with the characteristics of agriculture and forestry universities.

V. CONCLUSION/SUMMARY

Through the construction of an integrated system of innovation and entrepreneurship education, students are inspired to innovate and realize that innovation is the state of life, the state of development, the state of learning, and the state of growth. It is impossible to think that repeated learning is the goal. Make students realize that the real goal of learning is innovation. Through the entrepreneurial incubation park, creator space, open Training Center, guide the scientific and technological innovation resources to the innovation and entrepreneurship line, expand the breadth of innovative entrepreneurial work, the system optimizes the innovation and entrepreneurial environment, the formation of a number of convenient, full elements, open innovation and entrepreneurship practice platform. Integrate innovative and entrepreneurial education methods, effectively use the resources of society and alumni, and use the socialized technology platform to bring into play the value of innovation and entrepreneurship, and to feed back the development of innovation and entrepreneurship education.

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