

Research on the Education Mode and Optimization Path of Innovation and Entrepreneurship Talents in Local Universities*

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Abstract—Innovation and entrepreneurship education has become an important part of China's higher education. It is a higher level education than quality-oriented education. Cultivating students' innovation and entrepreneurship ability is an inevitable requirement of the development of the times. The development of the central plains economic zone and the need of the rise of the central plains have put forward higher requirements for talent training in central plains universities. In order to solve the problems of insufficient understanding, investment, guarantee and combination of innovation and entrepreneurship education in local universities in central China, it is necessary to establish a set of innovation and entrepreneurship education model in line with the characteristics of local universities in central China.

Keywords: local universities, innovation and entrepreneurship education, innovation and entrepreneurship education model, innovative spirit, entrepreneurial ability, entrepreneurial support

I. INTRODUCTION

General Secretary Xi Jinping emphasized at the National Conference on Ideological and Political Work in Colleges and Universities, "All of us should take morality and cultivating people as the central link, carry out ideological and political work throughout the whole process of education and teaching, realize full and all-round education, and strive to open up a new situation in the development of higher education in China." Subsequently, the CPC Central Committee and the State Council issued the *Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation* (hereinafter referred to as *The Opinion*), which takes "adhere to the whole process of all-round education, and guide ideological values throughout the whole process and every link of education and teaching" as one of the basic principles of strengthening and improving ideological and political work in colleges and universities. *The Opinion* also pointed out, "It is necessary to promote the reform and innovation of

ideological and political work in colleges and universities." and "special courses on innovation and entrepreneurship education are offered." It can be seen from this that the concept of "three-wide education: holistic education, education system of all-member cultivating people, and educate in the whole course, is the inevitable requirement of the basic task of cultivating people with morality, and it should run through the whole process of talent training in Chinese universities.

The fundamental task of innovation and entrepreneurship education is to train college students to have certain innovation consciousness, innovation spirit, entrepreneurship consciousness and entrepreneurial practice ability. Its core is to cultivate college students' innovative spirit and entrepreneurial ability, closely combine talent training, scientific research, social services, cultural inheritance and innovation, realize the transformation of talent training from knowledge to ability and quality, and improve the quality of talent training. The innovation and entrepreneurship education reform in colleges and universities has made some exploratory achievements, but compared with the requirements of the society, it still fails to meet the actual needs, and is far from meeting the great mission of the times entrusted by the innovation and entrepreneurship education. To develop innovation and carry out innovation and entrepreneurship education is the top priority in higher education in the future.

The changes in higher education are mainly reflected in three aspects. The first is the transformation from pure professionalism education to compound education for innovation and entrepreneurship talents. This is a very important change now emphasized by top international universities. The second is a shift from independent price chains to open price networks. In the past, famous professors from famous universities had famous laboratories. Now, there are more and more cooperation between schools, even cross-border cooperation, cross-professional cooperation, and the boundary is fuzzy. Only by breaking the original boundaries can school cultivate the talents the society needs. Third, from the perspective of the content of education, it used to be centered on the imparting of knowledge, but now it is increasingly turning to experience and combining with

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experience. In addition to experience, more emphasis is put on the cultivation of ability and personality. Such training model will increasingly emphasize innovation and entrepreneurship, which will become a critical factor.

II. PROBLEMS EXISTING IN THE CULTIVATION OF INNOVATIVE AND ENTREPRENEURIAL TALENTS IN LOCAL UNIVERSITIES

A. Inaccurate goals for innovation and entrepreneurship

Innovation and entrepreneurship is not the same as the general employment of college students. It requires innovation value, which can bring changes to people's production and life style, and lead to the emergence of new industries and the transformation of the original traditional industries. Due to the increasing employment pressure of local college graduates in recent years, many local colleges and universities encourage students to start their own businesses to relieve the employment pressure, which affects the healthy development of China's innovation and entrepreneurship education and the quality of talent training, making most college students understand entrepreneurship too simply, thus losing the connotation of entrepreneurship and treating entrepreneurship as a "self-employed" model.

B. Incorrect education model for innovation and entrepreneurship in local universities

At present, most of the innovation and entrepreneurship education in local universities in China is in its infancy, mainly imitating the relatively successful innovation and entrepreneurship education model, without measuring their own teaching characteristics and resources. Most of them still follow the original talent training mode, lack the education mode combining innovation and entrepreneurship theory with practice, and fail to carry out research on innovation and entrepreneurship education mode with regional characteristics and professional characteristics. Due to the influence of national and local policies, the scientific and technological innovation ability and discipline foundation of local universities are far less than that of key universities and pilot universities of innovation and entrepreneurship education, and the scientific and technological innovation talents and level are in a relatively inferior position. Therefore, it is not feasible for local universities to take scientific and technological innovation as the innovation and entrepreneurship education model.

C. Insufficient investment in innovation and entrepreneurship education

Due to the lack of knowledge and the general lack of funds, most local universities in the central plains have a serious shortage of investment in innovation and entrepreneurship education, which is mainly manifested in the following aspects. The first is the lack of investment in the construction of the faculty, the lack of both theoretical knowledge and practical experience of professional teachers; The second is the lack of investment in innovation and entrepreneurship curriculum system construction, textbook

construction, theoretical research, and no special funds; The third is the lack of investment in the construction of campus culture that is conducive to innovation and entrepreneurship and in the practical experiment of improving students' practical ability. However, without a cultural atmosphere conducive to stimulating students' creativity, a professional faculty and systematic curriculum, as well as teaching materials in line with the characteristics of the school and a sound practical teaching link, students with creativity cannot be cultivated.

D. Insufficient integration of school's innovation and entrepreneurship education with other institutions in the society

Innovation and entrepreneurship education is not the task of a department of higher education, but needs the close cooperation of other social institutions. Since the innovation and entrepreneurship education was proposed, various social institutions have carried out various forms of effective activities. Relevant government departments, various associations, organizations, and many enterprises have been involved. Government departments have issued a series of policies, associations and societies have conducted various theoretical researches, and many enterprises have carried out meaningful activities in the innovation and entrepreneurship of college students. The education of innovation and entrepreneurship is very complicated. It is impossible for colleges and universities to conduct education behind closed doors, which requires them to establish relations with various sectors of society to gain more support and gain more mutual benefits.

E. The curriculum design of innovation and entrepreneurship education in local universities is not systematic

The completeness of foreign innovation and entrepreneurship education system is inseparable from the corresponding perfect curriculum system. In China, innovation and entrepreneurship education has not yet become a specialized independent discipline, nor has it established a specialized curriculum system. All of them set innovation and entrepreneurship education as an independent curriculum, which does not integrate the curriculum into the original education curriculum as a system, thus affecting the implementation effect of innovation and entrepreneurship education. The construction of the innovation and entrepreneurship practice platform and the setting of the innovation and entrepreneurship course system in local universities are both in the stage of imitation and exploration, and there are some phenomena such as incomplete platform service, unsystematic and unbalanced course setting in various subjects, incomplete teaching content and low student satisfaction. At the same time, China's local universities failed to carry out curriculum development and curriculum theory research on the regional characteristics of innovation and entrepreneurship education. It is still in the exploratory stage of introduction, absorption and localization, and the curriculum of innovation and entrepreneurship needs

to be further improved to meet the needs of students for knowledge of innovation and entrepreneurship.

III. OPTIMIZING THE PATH OF INNOVATION AND ENTREPRENEURSHIP TALENTS EDUCATION IN LOCAL UNIVERSITIES

A. *Carrying out all-round and systematic career planning education*

Career planning for college students is a key step in innovation and entrepreneurship education. Many college students do not have accurate positioning and analysis of themselves and blindly follow the crowd when making career choices, which directly affects the clarity of their career orientation. In recent years, most universities have carried out career planning education, but there are few complete systems. Systematic career planning education should be carried out in secondary colleges and freshmen education. The forms and contents of career planning education are diversified, and the importance and necessity of the second classroom are particularly prominent in career planning education. Colleges and universities can further give play to the advantages of colleges and universities by carrying out career planning competition, simulated recruitment competition, college students' entrepreneurship competition and other educational forms that combine education with fun, and cultivate the students' innovative consciousness.

B. *Reforming examination content and methods*

It is necessary to reform the examination contents and methods to realize two changes: the shift from evaluating students' academic performance to evaluating students' practical ability and from focusing on test results to focusing on the learning process. The content of the examination focuses on students' ability to analyze and solve problems with knowledge, explore non-standard answers, and eliminate people with high marks and low abilities. The assessment method pays attention to the process assessment. According to the nature and characteristics of the course, it adopts flexible and diversified assessment forms and methods such as written test, oral test, computer test, work design, investigation report, on-site operation and small papers. Grade composition focuses on students' attendance, daily homework, classroom performance, learning process, technical application ability, etc.

C. *Actively carrying out school-enterprise cooperation to establish a diversified cooperation mechanism*

Local colleges and universities should make extensive use of the resources of high-quality cooperative enterprises and science and technology parks to provide opportunities for students to enter college students' innovation and entrepreneurship science and technology parks. At present, all kinds of innovation and entrepreneurship science and technology parks held by the society, as well as small start-up team companies, have strong vitality and innovation ability. Small and medium-sized enterprises under incubation

can provide students with a large number of practical opportunities for innovation and entrepreneurship, promote the transformation of knowledge and technology into practical results, and have a direct and efficient effect on improving students' innovative and practical ability. The school analyzes and summarizes the practical activities of students entering the university science and technology park by means of tracking the practical effects, so as to test the improvement effect of students' innovation ability.

D. *Scientific planning of curriculum and training programs*

On the basis of understanding different needs, subject planning and construction of innovation and entrepreneurship education and training program design are carried out according to the actual resources of the university. Colleges and universities should set up new courses according to different needs to meet the demands of the society. The curriculum system of innovation and entrepreneurship education, which includes basic courses, core courses, practical courses and other contents to establish a training mode based on practical knowledge orientation, social orientation, individual orientation and comprehensive orientation. In order to improve students' ability to analyze and solve problems and enhance their competitiveness in the era of knowledge economy, systematic education and training should be carried out in terms of basic knowledge of innovation and entrepreneurship, entrepreneurial consciousness, entrepreneurial knowledge structure and entrepreneurial psychological quality.

E. *Establishing scientific methods for educational evaluation and improvement*

In order to realize continuous quality improvement in the education quality management activities of local colleges and universities, the management subject must establish an effective self-supervision, evaluation and improvement mechanism, so as to obtain timely information about the quality of education, the training process and other aspects. Through analysis and evaluation, problems in the process of carrying out educational activities are discovered, and then improvement and preventive measures are proposed to achieve continuous quality improvement. It mainly includes the analysis of satisfaction survey and the collection and measurement of satisfaction information. It is necessary to use proper statistical analysis to determine the trend of satisfaction degree and find out the main problems, so as to evaluate the effect and improvement of education quality management system.

F. *Institutional construction effectively guarantees the implementation of innovation and entrepreneurship talent training*

The adoption of entrepreneurship education credits is conducive to establishing the credit system platform of personality development. Credit system is a teaching management mode that adapts to modern market economy. In the credit system management reform, 8 credits of entrepreneurship education are added to optimize the credit

structure and encourage students to actively participate in research-based learning and innovative practice, which is an important measure for the school to cultivate innovative and entrepreneurial talents. It is also necessary to develop a special training program and make clear the personalized orientation of the training mode for innovative and entrepreneurial talents. The guiding role of innovation and entrepreneurship education in each link of education and teaching fully reflects the characteristics and needs of various specialties, which will be conducive to the individuation of talent training and the full development of talent's innovation and entrepreneurship potential. The classified guidance system is established to form a guidance system for innovation and entrepreneurship. The credit system can be implemented on the premise that there is a guidance system to promote the personalized development of students. The school has established the academic tutorial system, the scientific research tutorial system and the entrepreneurial tutorial system to guide students in independent learning, scientific research innovation and entrepreneurial practice. Academic tutor and entrepreneurial tutor play an irreplaceable role in the training mode of innovative and entrepreneurial talents. The establishment of the evaluation index with "three creation" as the observation point to establish the personalized evaluation mechanism. The requirements of creation, innovation and entrepreneurship are fully reflected in the evaluation of learning, teaching and management, and the observation points of "creation, innovation and entrepreneurship" are clearly put forward in the basic content of the teaching evaluation index system of "three creation".

IV. CONCLUSION

Colleges and universities should take innovation and entrepreneurship education reform as an important starting point, position themselves according to their own characteristics and development, implement the "broad spectrum" education model to popularize innovation and entrepreneurship education, and strive to enhance the core goal of students' innovation and entrepreneurship ability. In the process of deepening the reform of innovation and entrepreneurship education, local colleges and universities should not only pay attention to the imparting of innovation skills, entrepreneurship knowledge and skills, but also try the innovation and entrepreneurship education mode that focuses on cultivating students' innovation spirit, entrepreneurship awareness and innovation and entrepreneurship ability, and is oriented to all students, combines professional education and integrates the whole process of talent training., whether it is the teaching-oriented mode or the mode of improving entrepreneurship practice ability.

Under the guidance of the strategic orientation and specific strategies of innovation and entrepreneurship talents, in order to realize the development plan of the 12th Five-year Plan, the overall trend of innovation and entrepreneurship talents training in local universities in the future is as follows: Efforts should be made to train and attract versatile and application-oriented talents who meet the needs of key

technical fields, have innovative spirit and entrepreneurial ability, and master theoretical and practical skills in modern production, management and construction.

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