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A Study on the "Innovative Entrepreneurial Education System" of Modern Chinese Universities

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ABSTRACT

With the rapid development of the market economy, the demand for talents is gradually increasing, and the expansion of university enrollment is also a necessary trend. However, it is difficult to find jobs while meeting the demand for talents. The research is mainly based on the education system, focusing on the employment difficulties of college students, trying to help them cope with the employment problem: changing the traditional education mode, encouraging college students to start their own businesses. The research focuses on the marine professional college students, using the methods of literature, interview and case study, comprehensive utilization of literature, interview, questionnaire survey and comparative analysis, and finds that the evaluation system and innovation and entrepreneurship form of the whole marine talent education system are not perfect. Therefore, it is suggested that schools should pay attention to the innovation and Entrepreneurship of marine talents, further improve the teaching direction, plan and curriculum, and clarify the development direction of innovation and entrepreneurship education system in China's marine colleges and universities.

Keywords: *Chinese colleges and universities, education system, innovation and entrepreneurship education*

I. INTRODUCTION

In 1999, in order to solve economic and employment problems, the Ministry of Education issued an enrollment plan to expand the enrollment rate of college students in order to "promote domestic demand, stimulate consumption, promote growth and ease pressure." After more than two decades of development, by 2020, 8.74 million college students will graduate from university. More and more universities, more and more college students, the expansion of university enrollment has brought more high-quality talents, but there are also some problems, such as the increase in teachers and employment difficulties.

Behind the huge numbers, employment difficulties are self-evident. Therefore, this research mainly focuses on the deficiencies in the education system, for example, whether the school curriculum meets the needs of society. Employment difficulties have led the government to carry out relevant work to help college students cope with employment problems: change the traditional education methods and encourage college students to start their own businesses. In 1991, the Ministry of Education released relevant content about student entrepreneurship education, and people began to realize the importance of entrepreneurship. Innovative education and entrepreneurial spirit can cultivate students' personal abilities. Cultivating ability is for students to have educational innovation and entrepreneurial spirit, and continuously improve their own comprehensive quality. Then, in 2002 there was an entrepreneurial education experimental institution. Secretary Hu Jintao, the former leader, also mentioned this aspect in his report to the 17th National Congress of Chinese Leaders. In 2016, the Ministry of Education issued another proposal on innovative education and entrepreneurship in universities. Before students start a business, the school can teach the concept of entrepreneurship in advance, which can not only help employment, but also help China's higher education reform to move towards a new direction. The education and cultivation of entrepreneurial spirit of college students can enhance their related concepts, accumulate wealth, and increase employment opportunities for the society.

Since the 1990s, countries around the world have paid more attention to the ocean, which will become a key area of international competition and development and a fundamental factor determining economic strength and political status. [1] In the 21st century,

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marine colleges and universities make full use of this new method to train marine economic talents, set up relevant courses, enhance the capabilities of professionals, and continuously improve the quality of education for the structural reform of the marine industry. However, only changing these is not enough. Talent is the key to technological competition, but whether talent possesses innovation and entrepreneurship is even more critical. To promote the development of the marine economy, we must attach importance to the training of talents, grasp the teaching goals, and improve the quality of running schools. Therefore, the school's education and scientific and technological research on the training of marine talents are providing intellectual support for the development of the marine economy.

As China's innovation and entrepreneurship started late, education is still in the learning stage. For example, schools have learned from successful cases of education in some developed countries. However, the related theories of education still have certain problems and cannot be perfectly integrated. In particular, there is no in-depth study on the scope of education, education format and curriculum setting of relevant colleges. Regarding the organization of marine professionals, the establishment of educational platforms and the application of applicable methods, I do not know where to start, so there is no perfect plan. The evaluation system and innovation and entrepreneurship forms of the entire marine talent education system are not perfect. Therefore, this article will combine the analysis of many scholars to study the innovation and entrepreneurship education system of marine college students. In the future development trend of China's innovation and entrepreneurship education, the relevant theories have been studied and supplemented, and the "trinity" education system has been established, and corresponding suggestions have been made in response to existing problems, hoping to be helpful to innovation and entrepreneurship education.

II. RESEARCH STATUS

Currently, the entrepreneurial education research center in China is the entrepreneurial education of universities. According to the analysis of relevant aspects of China, on CNKI, Wanfang, Weipu and other literature search websites, "innovation, entrepreneurship and/or education system" are used as search terms. Since 1980, 9,687 journal articles have been edited. Data analysis shows that China's innovation and entrepreneurship education research can be roughly divided into three stages: the initial stage from 1980 to 2000, the rising stage from 2001 to 2007, and the widespread dissemination stage from 2008 to present. The distribution of research papers on China's innovation and entrepreneurship education system is as follows:

A. General trend direction

From 1980 to the present, the country has continued to carry out related reforms of the entrepreneurship education system, and the growth rate of entrepreneurship has been continuously increasing. However, when dissertations are classified according to the source of work, there are still few high-quality advanced theses and advanced master's and doctoral theses. The research data found that many researches on entrepreneurship education are promoted with the support of government policies.

B. Analysis of innovation and entrepreneurship education

The network analysis of related keywords found that keywords related to innovation and entrepreneurship education have evolved from vocational education to higher vocational education. Now there are vocational education systems, vocational education systems, higher vocational education and vocational education systems, and other related education levels. . From the key words of entrepreneurship education to innovation and entrepreneurship, the construction of talent training and the construction of system courses in higher vocational colleges and other related systems. From the perspective of the key words of college students' entrepreneurship education, there are college students' entrepreneurship and entrepreneurial ability. It is not difficult to see from the data that the research of entrepreneurship education and the research of entrepreneurship education system are in the same direction.

C. Innovation and entrepreneurship statistics education system

According to the “Fig. 1”, it can be found that in the total number of papers, the largest proportion is the social science teachers published papers, more than 40%. Further research found that in the integration of economic management education and academic research, vocational and technical education, and corresponding courses and research concepts, occupation is the second largest proportion of Chinese university managers. The fourth is a professional research paper on technology-related companies and public management. Therefore, most people who conduct entrepreneurship education analysis in China are ideological and political education personnel, administrative personnel, educational theory analysts, and economic analysts in certain universities.

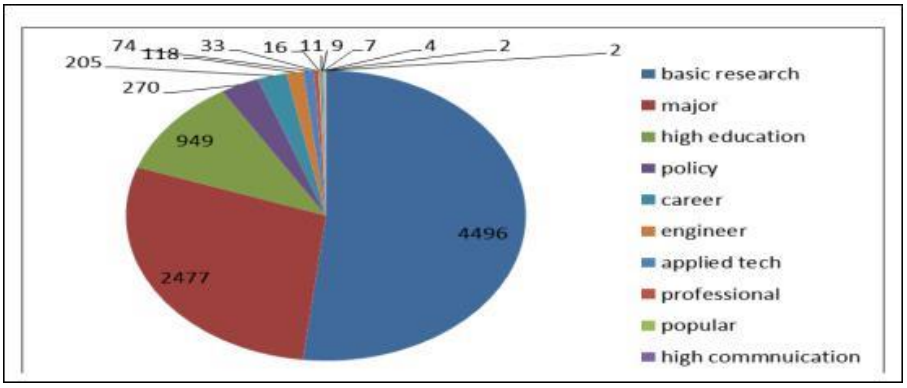

Fig. 1. Professional statistics chart of education system for innovation and entrepreneurship.

Literature analysis found that in China, the analysis of innovation and entrepreneurship education is becoming more and more popular, and the analysis of related mechanisms is also increasing. After years of development, the construction and research of my country's entrepreneurship education system has achieved leapfrog development and many achievements. Specifically, it is reflected in the analysis of the content of the entrepreneurial school system for college students, the construction of the training system, and the analysis of corresponding suggestions.

III. RESEARCH IDEAS AND METHODS

A. Research ideas

The research is based on the current background and related professional talent training and the significance of China's innovation and entrepreneurship education. It analyzes the necessity of undergraduate colleges in Ocean University, and compares the actual situation at home and abroad through specific analysis, and more specifically discovers the shortcomings faced by the innovation and entrepreneurship education of my country′s ocean universities and undergraduates, and puts forward more effective Suggestions. For the undergraduates of the marine class, the innovation and entrepreneurship education of Chinese colleges and universities will definitely help college students' future employment development.

B. Research methods

On the basis of reading and understanding relevant books and collecting relevant information, the author conducted a survey of innovation and entrepreneurship education among the students of Zhejiang Ocean University, and collected relevant data and information. And the research uses methods such as literature, interviews and case studies, comprehensive use of literature method, interview method, questionnaire survey method and comparative analysis method.

- Collect comprehensive and representative literature and keep pace with the times. Targeted research on specific issues will help lay the foundation for research on education system construction. Learn about education work, analyze the main content of the school's innovation and entrepreneurship education, lay an empirical foundation for research, and make the literature available for the entire research.
- Conduct interviews with relevant organizations and personnel. The main interviewees are entrepreneurs and students, teachers and staff of the organization, and they are the main targets of teaching and learning. They can represent the vast majority of teachers and students, and interviews can better understand the actual situation of the school and analyze its specific problems.
- Questionnaire design is a questionnaire designed for undergraduate entrepreneurship education at Zhejiang Ocean University. It aims to clarify students' ideas about entrepreneurship, investigate their actual needs for innovation and entrepreneurship courses, and evaluate whether existing innovation and entrepreneurship education courses are appropriate.
- The comparative analysis method is mainly to compare foreign and Chinese research theories and draw the main differences between the two. According to the different situations in different periods, compare with each other at home and abroad, so as to obtain the development process and future development trend of innovation and entrepreneurship education.

IV. BASIC CONCEPTS AND THEORETICAL BASIS

A. Basic concepts

1) Marine undergraduate institutions: There is no fixed concept of "marine undergraduate colleges" in foreign countries, and more schools are professional schools, such as the higher professional colleges of many technical universities in the UK, the universities of applied sciences in Germany, and the United States It is state universities and community colleges. Compared with national universities in the United States and universities of science and technology in the United Kingdom, innovative undergraduate schools in China are relatively inadequate. In 1998, scholar Gong Zhenwei published his own opinions and mentioned the "Marine Undergraduate Course". The correlation analysis of this work is relatively short, generally after 2002. [2] Different scholars have different views on its connotation. The viewpoint of Zhang Yaoping scholars is that this type of school attaches great importance to specialties, with majors as the representative, distinguishes them from ordinary schools, highlights their own professional characteristics, and trains corresponding talents in accordance with personal characteristics. However, scholar Ma Peipei believes that such universities should have a complete education system, complete disciplines and distinctive features. The prevailing view is that for marine undergraduates, it is mainly to train high-level marine talents. Compared with college students, they pay more attention to basic knowledge and pay more attention to their future development. Compared with ordinary college students, they pay more attention to practical operation and technology.[3]

2) Education for innovation and entrepreneurship: Innovative education and entrepreneurship: The term "enterprise education" was first proposed by Bohr at the International Education Conference in Beijing. Many experts have different interpretations of this concept. For example, keno believes that this is a process of training abilities such as self-esteem, observation and knowledge and techniques related to activities.[4] However, some scholars believe that this is not for making money, and some experts believe that it is effectively training people's innovation ability, etc. This is mainly from the perspective of patents.

In foreign countries, the terminology used for corporate training is very extensive, including venture capital, enterprises, entrepreneurs, small businesses, etc. For the actual manipulation of innovation and entrepreneurship, there is not much connection, but they still attach great importance to innovation. The innovation after achievement is very rich, and they have gained a lot in the process of market industrialization. Other related schools have also carried out corresponding aspects. Of course, the views of foreigners are both inseparable and innovative, but also limited to emphasizing concepts.

For China, technological innovation in entrepreneurship is still not enough. Therefore, innovation is incorporated into entrepreneurship education, and the term innovation and entrepreneurship education is proposed. The so-called innovation and entrepreneurship education is the combination of entrepreneurial spirit and innovation education, combined with education that combines professional knowledge, and research on innovation in teaching models. In actual operation, it provides corresponding help for students' self-cognition, enhances students' self-cognition ability, cultivates students' innovation ability and development potential, and finally realizes innovation career. Based on the role of innovation and entrepreneurship education in promoting economic development and providing society with higher quality talents, in order to face the opportunities and challenges of international economic globalization in the future, schools need to improve their teaching level from all aspects. Consider and give full play to the students' maximum potential. Innovation and entrepreneurship education involves all disciplines, requires a lot of basic knowledge, and masters relevant key theories. However, innovation and entrepreneurship education is a new education, involving a lot of knowledge, which requires cooperation between various disciplines, and can not be improved by relying on the knowledge of one discipline.

The innovation and entrepreneurship education of marine undergraduate colleges refers to how the marine college can keep up with the times by relying on the advantages of marine disciplines based on the sustainable development of the marine economy. Establish distinctive education in other institutions of higher learning to cultivate high-quality talents and meet social needs. When conducting innovation and entrepreneurship education, marine undergraduate colleges and universities should pay special attention to their own marine characteristic disciplines, continue to build marine science and technology parks, and cultivate majors with distinctive marine characteristics. Universities should not only optimize the curriculum system and build network courses with marine characteristics, but also pay attention to creating a marine cultural atmosphere. The point is that universities need to incorporate innovation and pre-employment education into the entire process of talent training. According to research, the characteristics of innovation and entrepreneurship education in marine undergraduate colleges are as follows.

- Education objects are only limited to marine undergraduate institutions;
- Educational content only involves ocean and related majors;
- Education mode is a groping mode for reference.

B. Theoretical basis of education for innovation and entrepreneurship

Education has completely different requirements in different eras, and educational theory is in the process of continuous improvement. Educational theory and entrepreneurship education should be combined with related historical logic and be differentiated ideologically, in order to relate to the actual development of innovation and entrepreneurship education. The historical connection between the two is continuously realized in the process of "localization" in China. Innovation and entrepreneurship education is a unique and fixed education model. In terms of its theoretical basis, the logical relationship between innovation education and entrepreneurship includes two aspects. First, through the analysis of the basic deductive process of education theory, innovation and entrepreneurship education is a subsystem of specific education theory. Second, the construction and innovation of educational theory is the foundation of entrepreneurial education. Its special function is to add new elements to the basic theory of education while expanding the meaning of the educational process and enhancing the charm of education. Education theory started from the lack of objective acceptance of general education, developed to the current personalized education theory, and the overall development of future education theory. The development of the educational theory level is the main line of the evolution of human thought, supplemented by the ability to accept knowledge, plus the development direction of the educational theory of the era.

1) Traditional education theory: Education has a broad sense and a narrow sense. The broad sense refers to an ideological influence on the audience. In the narrow sense, it refers to school education, where educators have a purpose, have a planned impact on students, and focus on cultivating students′ morals. Use one object to educate another object, and pay attention to students' autonomy, initiative and innovation, to help students achieve all-round development and enjoy full freedom. From the perspective of value, the so-called subject education theory emphasizes the people-oriented thinking and the autonomy of students. In addition, the value of the concept lies in giving full play to the subjectivity of the two disciplines of education, focusing on the importance of students, and cultivating innovative talents on a student-oriented basis. This also needs to pay more attention to the subjectivity of students and promote the all-round development of mankind through education.

2) Individualized education theory: After the 1980s, the country began to advocate respect for the people's autonomy in education for all, and most countries confirmed the important status of knowledge and guidance. For individualized development, it is mainly people receiving education and forming their own different educational characteristics. Students will be affected by genetics, environment and many other factors. Based on these basic differences, such as intelligence, thinking, psychological, physical, emotional and other personalities. Different individuals develop different laws, and then develop educational methods for individuals and courses to adapt to different personal characteristics and help them develop their own abilities. Not only that, but the manifestation of personality is also obvious. Different personal imagination and creativity can be potentially developed and promote their better development. Generally speaking, education does not pay too much attention to the potential and personality of students, but only teaches them in a relatively basic and simple way, without outstanding characteristics. This is actually not conducive to the future development of students, not only restricts their personalization, but also easy to model. Personalized education did not receive enough attention initially, and did not adapt to the development of society. Personalized education puts forward requirements on related aspects, including the ability to discover personal characteristics and abilities, and flexible teaching methods to enhance students' potential and fully reflect their own value.

3) Comprehensively develop education theory in the future: The famous philosopher Marx proposed that the all-round development of human thought is essentially the future direction of human development. The theory of all-round progress in education is the guiding principle of current education reform in China. The main meanings are as follows: First, the body and the brain must be combined to achieve the all-round development of people. Secondly, the ability and quality of students should develop healthily. According to the theory of development education, we can simply conclude that everyone is different. In education, we should pay attention to considering their common ground, and emphasize personal unusual places, and amplify personalized education. General education will hinder the individualized development of students, because it is a simple knowledge transfer, which is not conducive to the individualized development of students, and will affect the level of innovation of

students. This theory is worthy of respect for teachers′ requirements for student development. It not only emphasizes short-term development, but also continuously supports its development and innovation in the future, because it can enable students to produce certain practical abilities to clear knowledge and understanding, and be able to skillfully Apply knowledge to practice life to promote the overall development of the individual.

C. Education overview of innovation and entrepreneurship in marine undergraduate institutions

After the concept put forward by UNESCO in 1989, "Entrepreneurship Education" put forward many policy recommendations to relevant departments for this purpose, and pointed out that in innovation and entrepreneurship education, college students' innovative ability and specific practical ability should be cultivated. In 1999, the first entrepreneurial planning competition was held at Tsinghua University. In addition, a large-scale "Challenge Cup" college student entrepreneurship competition was held, which can be regarded as a milestone in Chinese university innovation and entrepreneurship education. Three years later, the Ministry of Education appointed nine experimental schools for innovation and entrepreneurship education, including Tsinghua University, Renmin University of China, Beijing University of Aeronautics and Astronautics, Wuhan University, etc. This was the beginning of the entire entrepreneurship education process in China. In 2003, relevant departments paid attention to teachers and established the "Training Class for Key Teachers in Entrepreneurship Education", inviting foreign scholars to teach most teachers in more than 200 schools across the country, further promoting innovation and entrepreneurship education. In 2005, a related entrepreneurial project KAB was launched in China. So far, teachers from more than 600 universities have received relevant training, and many students and teachers have received help on entrepreneurship. After that, relevant government departments carried out innovation and entrepreneurial work, such as arranging entrepreneurial places. On the whole, China ′ s innovation and entrepreneurship education has continued to develop over the years. The government has played a vital role, promulgated a number of policies, and taken practical actions to support entrepreneurship education. In addition, the inspection and designation of experimental locations have laid a foundation for the better development of innovation and entrepreneurship education in the future, and continue to promote education reform.

As of December 2016, there are five pure ocean universities in China, including Ocean University of China, Guangdong Ocean University, Dalian Ocean University, Shanghai Ocean University and Zhejiang Ocean University. Although the National Innovation and Entrepreneurship Competition has been fully launched, the students of Ocean University have not always participated in the innovation and entrepreneurship competition. In order to change this situation, increase the participation enthusiasm of marine college students, and implement the national maritime silk road and maritime power strategy, with the help of Zhanjiang being included in the "regional" planning hub port in this area of opportunity, Zhanjiang has built the ``Nanhai Valley '', used for the development and industrialization of marine science and technology, to realize the experiment of marine innovation economy. Zhanjiang City holds a marine science and technology innovation and entrepreneurship competition every year, which provides entrepreneurs with a blue dream, a sea valley navigation platform, and will eventually become a stage for entrepreneurs to realize their dreams.

At present, by the end of 2016, more than 20 student teams have moved here, and several teams have been favored by social capital. The Global Smart Ocean Entrepreneurship Competition, represented by the Zhoushan Municipal Government of Zhejiang Province, has a distinct theme, a novel model, and outstanding features, with three main characteristics. First, "Seafood" is strong and professional. The global smart ocean entrepreneurship competition has penetrated into the ocean economy, focusing on the "smart ocean" subdivision, and has collected projects in the areas of smart ocean engineering and equipment, big data, information and communications. The main line of competition is clearer and the industry positioning is clearer. Second, there are extensive high-level resources. From the perspective of the source of the project, it has already cooperated with well-known venture capital institutions such as Dacheng Venture Capital, key parks such as Zhanjiang High-tech Park, overseas organizations such as the Silicon Valley High-tech Innovation Association, and key universities such as Peking University and Jiaotong University. Judging from the lineup of judges and mentors, a group of well-known investors and entrepreneurs from Fosun Group, North America Holdings and other venture capital institutions are required to participate in the entire process. Third, the mechanism is positive and the effect is real.

The Smart Global Ocean Entrepreneurship Competition adopts the model of "government-led and market-operated", continues to cooperate with dark commercial horses, and commissions a third party, Shanghai Xinlong Line. With the help of professional brands, institutions, channels and resources, a number of talent projects and high-end resources have been developed, which have made great contributions to the

development of some local technological innovation enterprises. In addition to the teachers and students from Ocean University, some teachers and students of ocean majors at home and abroad also participated in the Global Smart Ocean Entrepreneurship Competition. The "Ocean+" Innovation and Entrepreneurship Competition jointly organized by the Institute of Oceanology, Chinese Academy of Sciences and the People's Government of La Mountain City is an innovation and entrepreneurship competition with a higher degree of education. The "Ocean+" Innovation and Entrepreneurship Competition provides an innovation and entrepreneurship platform for doctoral and postdoctoral students from Ocean University.

V. CONCLUSION

Premier Li Keqiang made critical comments in the first "Internet +" Innovation and Entrepreneurship Competition for college students, emphasizing the integration of innovation and entrepreneurship education into talent training. China has a long coastline and strong maritime strength. It attaches great importance to maritime related aspects. In the future marine development, protection and development must use professional marine talents, so more marine universities are needed. In the current research on the innovation and entrepreneurship education system, there is no detailed description of marine undergraduate colleges. Marine undergraduate colleges are different from other comprehensive and vocational colleges in that their innovative and entrepreneurial spirit has its exact scope and advantages. Marine undergraduate colleges and universities are universities that train senior talents for marine economics and related fields. Schools should pay attention to the high quality of innovation and entrepreneurship of marine talents when conducting relevant education. However, in fact, ocean colleges and universities will encounter many problems in the progress of this kind of work. Based on the investigation of Zhejiang Ocean University′s students′ innovation and entrepreneurship and interviews with innovation and entrepreneurship students, the teaching plans, development process, innovation achievements and related defects of relevant universities are analyzed. The research conducted some investigations and investigations, found some practical problems encountered in the design of the innovation and entrepreneurship education plan, conducted an empirical analysis on the innovation of the entrepreneurship education system of Zhejiang Ocean University, verified the theoretical results, and hoped to contribute to the innovation education plan of the Ocean University Implementation. .

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