

On Higher Vocational College Students Entrepreneurship Competence Cultivation Reform ——Based on Comparative Perspective in Entrepreneurship Education Between Canada and China

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ABSTRACT

Entrepreneurship competence cultivated has been the most important component of higher vocational education reforms. Firstly, connotation and construction dimension in higher vocational college students entrepreneurship were induced, model of theory in it were put up. Secondly, compared with training pattern in Canadian polytechnics, it is found that cause and pace between us and Canadian. Finally, the path of entrepreneurship competence in higher vocational college students of China has proposed.

Keywords: *Entrepreneurship competence, Higher vocational college colleges, Entrepreneurship education.*

1. INTRODUCTION

In today's China and even the world, entrepreneurship has become a strong driving force in economic development. From the foreign bibliographies, the analysis of entrepreneurial phenomenon began in the mid-18th century, developed rapidly in the 1980s, and has shown more and more enthusiastic situation today. Early entrepreneurship research focused on the function of entrepreneurs, personality psychology and behavior characteristics and social and cultural background. With the deepening of research, many scholars from other disciplines, such as economics, management, finance, sociology, psychology, education, law, business ethics, public policy, and urban planning, have joined the field of entrepreneurship research. Process oriented research has been paid more and more attention. With the transformation of these research focuses, the perspective of entrepreneurship research has developed from economic theory, personality psychology and behavior theory, social culture theory to resource view, opportunity view and social capital view.

Generally speaking, as part of the entrepreneurial group, the strength of college student entrepreneurs can not be ignored. At present, there is no systematic theory about college students' entrepreneurship. The theory of

college Students' entrepreneurship are basically using entrepreneurship theory, and they are not separated from entrepreneurship theory as a special branch. For the research of College Students' entrepreneurship, each school's point of view has its own worthy of reference. The "risk" school emphasizes the entrepreneur's risk tolerance; the "leadership" school emphasizes the entrepreneur's leadership; the "innovation" school emphasizes the entrepreneur's innovative ability; the "cognitive" school emphasizes the psychological characteristics of the entrepreneur, such as the sensitivity of discovering opportunities and the risk orientation; the "social" school emphasizes the importance of the entrepreneurial environment and resource network of the entrepreneur. The "management" school and "strategy" school emphasize the entrepreneur's good management ability, while the "opportunity" school focuses on the entrepreneur's ability to find opportunities. Each school studies entrepreneurship from their perspective. For the research on College Students' entrepreneurship, we can integrate these views. The different aspects each school focused can be used as the theoretical basis of influencing college students' entrepreneurial factors. Such as the entrepreneur's management ability, risk tolerance ability, leadership ability and other factors, as well as the external entrepreneurial environment and other elements.

With the coming of the era of knowledge economy, as a new entrepreneurial group, college students in the cultivation level of their entrepreneurial competence has become one of the key issues affecting "mass innovation, mass entrepreneurship", which has received social extensive attention. At present, the research is not mature on the definition and component dimensions of entrepreneurial competence of college students, especially in higher vocational colleges. From the perspective of reality, the mismatch between the entrepreneurial talent training program formulated by higher vocational colleges and the market demand is more important than ever but. Therefore, it is necessary for China's colleges and universities to reform the current entrepreneurship education system and actively learn the advanced experience of developed countries. Taking Canada as an example, Canada is another successful country in the field of entrepreneurship education except the United States. After more than 60 years of development, its entrepreneurship education in Colleges and universities has roughly experienced the embryonic stage, the development stage and the prosperity stage. It has formed three remarkable characteristics, namely, the advanced concept of entrepreneurship education, the perfect curriculum system and well-equipped practice base. In regard to this, based on the competency theory and the entrepreneurship education model of Canada, this paper constructs the entrepreneurial competency model of Higher Vocational College Students in China, and puts forward the improvement strategy of higher vocational entrepreneurship talents training program in line with the market demand, so as to improve the cultivation level of entrepreneurial competence of higher vocational students in China.

2. THE CONNOTATION AND COMPONENT IN ENTREPRENEURIAL COMPETENCE OF HIGHER VOCATIONAL COLLEGE STUDENT

2.1. Connotation

Under the condition that the system is perfect and the entrepreneurial environment allows, the main factor restricting the success of entrepreneurs is the entrepreneurial competence (Chandler and Hanks (1994)) [1]. Scholars at home and abroad define entrepreneurial competence from the perspectives of

psychology, behaviorism and sociology, and analyze the personality psychological characteristics and cognitive behavior of entrepreneurs, and strive to explain the entrepreneurial phenomenon by describing the psychological characteristics and functions of entrepreneurs. In the past, most of the scholars' researches on entrepreneurial competence were based on the focus on the main body of entrepreneurial activities, that is, they paid attention to the comprehensive personal characteristics of entrepreneurs. So far, the academic community has recognized that entrepreneurial competence can be divided into individual entrepreneurial competence and organizational entrepreneurial competency. Individual entrepreneurial competence refers to all the characteristics and competence of entrepreneurs to implement entrepreneurial work in the organization.

On this basis, this paper argues that the entrepreneurial competence of higher vocational students can be defined from the perspective of characteristics and ability. In terms of characteristics, the entrepreneurial competence of higher vocational students can reflect the high-level personal characteristics of students in the process of entrepreneurship, including personality traits, skills and knowledge; from the perspective of ability, the entrepreneurial competence of higher vocational students is all the entrepreneurial abilities that students can successfully carry out their work in the organization, and is all the abilities of entrepreneurs with high-level comprehensive characteristics to successfully realize their roles (Thomas W.Y.Man, Theresa Lau, K.F.Chan, etc.) [2]. It can be seen that the entrepreneurial competence of higher vocational college students will be affected by entrepreneurial experience, training and education, family background and other factors, Bird (1995) [3].

2.2. Dimension of Entrepreneurial Competence

With the deepening of the research on the dimensions of entrepreneurial competence, the research basis of entrepreneurial competence has gradually shifted from static psychological analysis to dynamic analysis oriented by entrepreneurial process and entrepreneurial environment. The main research results on the dimensions of entrepreneurial competence are shown in Table 1.

Table 1. Researches on dimensions of entrepreneurial competence

author	Dimensions of entrepreneurial competence	Dimensional induction
Lunchao Yang[5]	Entrepreneurial knowledge, entrepreneurial technology, entrepreneurial ability, entrepreneurial psychology.	The comprehensive dimensions of knowledge, skills and values
Guoxing Ri [7]	Self-motivation and self-breakthrough, industry and technical knowledge, creativity, relationship ability, leadership and management ability, decision-making and planning ability, ability to motivate subordinates, marketing ability, personnel management level, ability to form a good corporate culture, organizational ability, empowerment ability	The Comprehensive dimension of attitude, knowledge and skill
Zhongwei He[8]	Entrepreneurial quality, entrepreneurial ability, entrepreneurial awareness, entrepreneurial conditions	The comprehensive dimension of skill, attitude and values
Minglin Zhang, Xiaoyan Guan[6]	Operation ability, innovation ability, People skills, resource integration ability, leadership and management ability, expression ability	Skill dimension
Zitong Chen, Juan Li[9]	Organizational commitment, self-management ability, knowledge ability, conceptual ability, opportunity ability, relationship ability, organizational ability, strategic ability	
Hood, Young[10]	Business skills, professional skills, business planning skills, verbal and written communication skills, logical thinking skills, analytical skills, interpersonal skills, leadership skills, management skills, decision making skills, goal setting skills	
Baum[11]	Self-management ability, knowledge ability, cognitive ability, opportunity identification ability, opportunity development ability, administrative management ability, human resources ability, decision-making ability, leadership ability	
Man[12]	Commitment ability, conceptual ability, opportunity identification ability, interpersonal ability, organizational ability, strategic ability	

To sum up, from the existing research results, Chinese and foreign researchers believe that the constituent dimensions of entrepreneurial competence mainly include entrepreneurial knowledge, entrepreneurial technology, entrepreneurial ability, entrepreneurial awareness, entrepreneurial spirit, entrepreneurial action, leadership and entrepreneurial collaboration ability, which can be summarized as five dimensions of knowledge, skills, behavior, attitude and values Degree.

2.3. Cultivation model of Canadian Institute of Applied Technology

The core goal of entrepreneurship education in Canadian Institute of Applied Technology is to cultivate students' entrepreneurial competence, entrepreneurship, psychological quality and entrepreneurial knowledge. It has gradually formed four modules: entrepreneurship curriculum education, entrepreneurship practice education, entrepreneurial center and social support, third-party evaluation institutions and entrepreneurial consulting companies, which run through the theory of entrepreneurial ability On the whole training process from teaching, entrepreneurship practice to entrepreneurship realization.

2.3.1. Entrepreneurial Course Education

In order to improve the entrepreneurial ability of college students, we should carry out various ways and means of entrepreneurship education. Its theoretical education has a certain degree of general knowledge. The courses offered include entrepreneurship story, entrepreneurial policy and market environment, and specific industry analysis. Entrepreneurship marketing, entrepreneurship related legal norms, entrepreneurial risk management, entrepreneurial enterprise financial management, enterprise internal control design, finance, human resources, risk, marketing, etc., can enable students to have the basic literacy required for entrepreneurship. From the perspective of curriculum model, entrepreneurship education emphasizes the integration of curriculum structure, emphasizes entrepreneurship and entrepreneurial quality as the core, and strengthens the teaching of entrepreneurial knowledge and the cultivation of entrepreneurial ability. Different from the pyramid model of traditional education, entrepreneurship education adopts a circular model. All courses are carried out around strategic alliance, resource network, alumni and entrepreneurship guidance, and the core is entrepreneurship. In addition, on the basis of the circular model of entrepreneurship education curriculum, there are two different models of compound entrepreneurship education and integrated entrepreneurship education. The difference is that the

entrepreneurship education curriculum in the compound entrepreneurship education mode is provided with simultaneous interpreting courses. The curriculum is relatively simple, and the content is to introduce entrepreneurship or small businesses, which is generally adopted by immature schools in entrepreneurship education. The integrated entrepreneurship education mode is carried out through special entrepreneurship education department or center. The schools adopting this mode will appoint teachers to concentrate on teaching and research in the field of entrepreneurship education.

2.3.2. Entrepreneurial Practice Education

In order to cultivate college students' entrepreneurial practice ability, apart from classroom teaching, the entrepreneurship education of Canadian Institute of Applied Technology pays attention to extracurricular entrepreneurial practice activities combined with theory, including business plan writing training, entrepreneurial case competition, business competition simulation training, etc. Among them, business plan competition and incubator simulation incubation and other entrepreneurial practice activities combine the theoretical knowledge and practice learned by students, which not only deepen the theoretical knowledge, but also exercise the practical operation ability of students. In the process of participating in the practical activities of entrepreneurship, students grasp the business opportunities, put forward ideas and write business plans, mobilize various resources to start a business and ensure the survival of the enterprises they have created, and personally experience the whole process of entrepreneurship, which not only improves the entrepreneurial ability, but also lays a solid foundation for future practical entrepreneurship. Through these entrepreneurial competitions, the school can achieve the purpose of training students' team cooperation ability, communication ability, risk control ability and analysis and research ability. Therefore, this is the core module of the whole entrepreneurship training system.

2.3.3. Entrepreneurship Center and Social Support

Entrepreneurship center is an institution specially set up by Canadian Institute of Applied Technology for entrepreneurship education. Its main forms are: alumni enterprises, which provide financial support for the school and serve as a practice platform; school run enterprises, with professional characteristics and strong practicality; entrepreneurship practice center, which can provide students with real experience. South Alberta Institute of Technology (sait), Olds college and Bow Valley College have established research and innovation centers, entrepreneurial incubators and entrepreneurial centers. These innovation and entrepreneurship centers

are not only the birthplaces of enterprises when students start their businesses, but also the transformation fields of entrepreneurship education and R & D achievements in Colleges and universities.

Canada's social support institutions are composed of three levels: federal, provincial and community (city), which mainly include entrepreneurship information, entrepreneurial technology support and entrepreneurial financial capital support, etc., and service institutions that formulate corresponding policies for different entrepreneurial groups (such as students). Entrepreneurs in the process of entrepreneurship implementation, from the formation of entrepreneurial ideas to the stable development of enterprises, will get the help provided by the institutions of social security policy system according to the characteristics of different stages of entrepreneurship. After the venture capital companies (recognized by authoritative financial institutions) or relevant government departments (including schools) recognize their creative research or work results, they can get financial support, loan funds without guarantee, and enjoy the entrepreneurship support policies of the Canadian government, including laws, regulations and partial tax exemption. Through entrepreneurship center and social support, college students can be transformed from entrepreneurial design to entrepreneurial reality.

2.3.4. The Third-party Evaluation and Entrepreneurial Consulting Company

The third-party evaluation agency evaluates the entrepreneurship education in Canadian universities, mainly evaluates the achievement of entrepreneurial goals, evaluates the effectiveness of entrepreneurship education by tracking the entrepreneurial skills and attitudes of graduates, analyzes the evaluation results and puts forward strategies for improving entrepreneurship education. Canadian universities have established standardized market information research institutions. Relevant researchers study and predict the market employment demand and potential employment gap. The relevant conclusions drawn from the study will become the basic basis for colleges and universities to set up new entrepreneurship courses.

The entrepreneurial consulting company (such as Highwood community consulting company) is a non-profit organization. It connects business, government, youth program and community, and provides services for community economic development. Its main task is to promote the development of small enterprises and create employment opportunities. Venture consulting companies help entrepreneurs to formulate enterprise structure, operation plan, company law and enterprise financial data analysis, etc.; it also provides business loan evaluation services for entrepreneurs, such as small and medium-sized enterprise loans and credit, qualification standards, application evaluation, small

enterprise loan programs; it helps entrepreneurs by providing business consulting services, enterprise resource bank, business training and services Follow up business development; promote regional economic development through business training and community activities.

2.4. Entrepreneurial Competence Theoretical Model in Higher Vocational College Students

On the basis of sorting out and analyzing the previous studies on entrepreneurial competence at home and abroad, in order to further clarify the composition of entrepreneurial competence of higher vocational students, this paper will adopt a combination of qualitative and quantitative research methods to clarify the composition model of entrepreneurial competence of higher vocational students, as shown in Figure 1.

2.4.1. Research Methods and Data Source

2.4.1.1. Qualitative method: interview content analysis

Based on the interview information data of 21 interviewees from 5 Applied Technology Colleges in Canada (9 persons), department heads in charge of entrepreneurship guidance (2 persons), entrepreneurship tutors (5 persons) and students (5 persons) participating in Entrepreneurship competitions or undertaking entrepreneurial activities, qualitative research was conducted to clarify the structure of entrepreneurial competence of vocational college students Make a model.

2.4.1.2. Quantitative method: questionnaire survey

300 questionnaires were distributed to 2 Higher Vocational Colleges in Hebei Province. 278 questionnaires were collected and 164 valid questionnaires were collected. The effective questionnaire data mainly verifies the validity of the theoretical model obtained from qualitative research, and distinguishes the influence degree of model elements on entrepreneurial performance.

2.4.2. Research Process and Results

From the perspective of qualitative and quantitative analysis, based on the implementation process of content analysis method, the interview outline is designed according to the five aspects of knowledge, skills, behavior, attitude and values of entrepreneurial competence summarized above; secondly, the interview records of 150000 words are sorted out through in-depth interviews; thirdly, through the code analysis and reliability and validity test of coding results, the vocational college is refined College Students'

entrepreneurial competence includes nine elements of three dimensions; finally, through the quantitative method of questionnaire survey, it is verified that the nine dimensions of Vocational Students' entrepreneurial competence have a positive impact on entrepreneurial performance, and the order of influence degree from low to high is as follows. Basic dimensions: start-up vision (12.9%), management knowledge (8.9%), basic skills (8.8%); difference dimensions: Entrepreneurship (12.3%), planning implementation (11.8%), goal commitment (10.1%), knowledge quality (9.3%); promotion dimension: interpersonal relationship cooperation (10.2%), expression ability (7.4%).

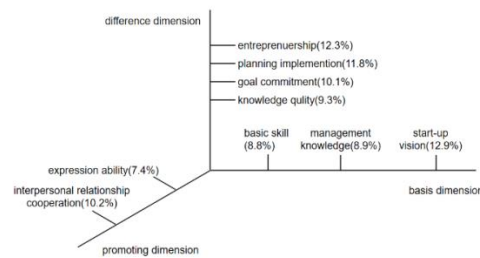


Figure 1 Construction model of entrepreneurial competence of Higher Vocational college Students

As shown in Figure 1, entrepreneurial vision and necessary knowledge and skills are the basic elements for students to carry out innovation activities; entrepreneurship, plan execution ability, goal commitment and cultural cultivation are the different elements; good interpersonal relationship and expression ability are not the external "hard power" of entrepreneurs' success, but in entrepreneurial activities, these factors often become entrepreneurs' market development and investment attraction And other important activities. At the same time, this paper found that students should not only have the basic elements of knowledge and skills, but also have the role of entrepreneurship, plan execution, goal commitment, cultural cultivation and other internal elements.

Through the above research, it is clear that the elements of entrepreneurial competence of higher vocational college students and the order of its influence, which provides an important basis for the reform of Entrepreneurship Talent Training in higher vocational colleges.

3. REASONS AND REALITY GAP IN ENTREPRENEURIAL COMPETENCE OF CHINESE HIGHER VOCATIONAL COLLEGE STUDENTS

Canadian Institute of applied technology is mainly responsible for Vocational and technical education, from the school level is the professional level of Vocational and technical education; from the training objectives are to cultivate high skilled talents for the region or community; from the training mode, are

combined with enterprises and industries, the implementation of work integrated learning training mode. Therefore, compared with China's higher vocational education institutions, they belong to the same type and level of higher vocational education institutions.

At present, there is still a big gap between China's Vocational Colleges and developed countries in the

cultivation of students' entrepreneurial competence, especially the disconnection between talent training program and market demand. Based on the comparison of entrepreneurship competency training contents between Chinese vocational college students and Canadian students, this paper tries to find out the deep reasons for the gap. Table 2 compares the training contents of entrepreneurial competence of Chinese and Canadian college students.

Table 2. Comparison of the contents of entrepreneurship competence training between Chinese and Canadian college students

Comparison of entrepreneurship education	entrepreneurial competence cultivation in Chinese vocational college students	entrepreneurial competence cultivation in Canadian Institute of Applied Technology	
	Hebei Provincial Vocational College	South Alberta Institute of Technology (SAIT)	Olds College (OLDS)
Objectives of entrepreneurship education	Training high-quality skilled talent.	Cultivate professional skills, technology; entrepreneurial awareness; entrepreneurial quality.	Foster the spirit of entrepreneurship, foster the spirit of entrepreneurship.
Entrepreneurship education curriculum	Lacking of entrepreneurial curriculum and teaching materials developed by own.	Good curriculum set-up and rich classroom teaching.	Curriculum encircles entrepreneurship.
Teaching method	mainly employment orientation and entrepreneurship orientation.	Combining entrepreneurship teaching with entrepreneurship practice.	Classroom theory teaching, and participate in the entrepreneurial practice from product preparation to marketing process.
Teaching staff of entrepreneurship education	Tutor of student employment center as classroom teaching teacher.	Entrepreneurship education teachers have high professional level and entrepreneurial experience.	Entrepreneurship educators have entrepreneurial experience around their major, with high professional level.
Guarantee institutions of entrepreneurship education and social participation	It is mainly supported by the state, Ministry of education, provincial and municipal governments.	The school establishes entrepreneurship and innovation center to serve students' entrepreneurship practice. The government sets up multi-level entrepreneurial service institutions; non-profit organizations and non-governmental institutions, such as entrepreneurial consulting companies, provide entrepreneurial services. The third party evaluation organization tracks and evaluates the effect of entrepreneurship education.	The university establishes a research and innovation center to serve students' Entrepreneurship and achievement transformation; the government conducts entrepreneurship supervision, financial support, plans for entrepreneurs, sets up entrepreneurship research institutions, and legislates on venture capital. Non profit organizations and non-governmental organizations supporting Entrepreneurship: organize business plan competitions, conferences and associations. Industries supporting Entrepreneurship: accounting, lawyers, consultants, investment banks.
Sources of venture capital	The main sources are government subsidies and policy support.	School funding, school enterprise profits, community government support, financial contributions, local subsidies, membership fees and so on..	School enterprise profit, small loans, angel investors, bank loans, venture capital, private equity, public capital market.
Entrepreneurial trial-and-error ability	There are some social biases in the understanding of entrepreneurship, and the environmental conditions are limited. Students dare not try in the process of entrepreneurship, and the pressure of failure is great.	Through the extracurricular activities of entrepreneurial practice, experience the success or failure of the whole entrepreneurial process.	Allowing the failure of entrepreneurship and innovation, entrepreneurs experience the entrepreneurial process in the entrepreneurial center.

From the comparison of entrepreneurship education in Chinese and Canadian universities and the analysis of entrepreneurial competency dimension, there is still a big gap between China's Higher Vocational Colleges and Canadian entrepreneurship education, which is mainly manifested as: most of the domestic higher vocational colleges are the same as ordinary universities, which mainly teach knowledge and skills, and Advocate General Education (liberal education) Education, namely general education and humanistic education, advocates the university concept represented by Newman. But in terms of exploring what kind of learning, the practice of universities in different periods and countries is not the same. The first two Italian universities were developed on the basis of medical school and law school, involving few subjects. Paris University, Oxford University and so on are involved in many disciplines. In the 19th century, universities with applied technology as the main subject field appeared again. In this case, Newman pointed out that the university is not a place to explore knowledge in one or several disciplines, but a place to explore general knowledge. From Newman's point of view, the main state of knowledge is to make the state of knowledge perfect. Therefore, he advocated that university education should be knowledge for the sake of knowledge. He opposed utilitarian teaching for the sake of knowledge, and emphasized the cultivation of spirit and mind by university education. Although our country's higher vocational education through demonstration construction, focusing on skills training, but has not found a suitable positioning.

Canadian Institute of Applied Technology (CBE) is a competency based education (CBE). It emphasizes the ability as the basis of teaching, rather than the academic background or academic knowledge system. It recognizes the ability obtained by the students' original experience after assessment, and emphasizes strict scientific management and flexible and diverse forms of school running. Students of different levels should be recruited at any time, and their learning methods and time should be determined according to their own situation. The course can be of different length and graduation time, so as to achieve small batch, multi variety and high quality. Thus, it breaks the traditional educational system of arranging teaching and learning according to the academic system and academic system of the discipline. Taking the training of professional ability required by the post group as the core, the goal of vocational ability training can be realized smoothly.

Competency based education is a worldwide trend of vocational education and training, which started in the 1960s. It aims at acquiring post operation ability and advocates the vocational education system based on ability. His idea originated from the training of retired personnel in the United States after World War II. In the 1960s, it was used for the teacher training of Vocational

Education in the United States, and then spread to Canada. In the 1980s, it was gradually extended to many countries and regions such as Eurasia and Australia, which had a profound impact on vocational education and training. Especially in the middle and late 1980s and early 1990s, the main Commonwealth countries, such as Britain, Australia and New Zealand, successively reconstructed the national vocational education and training system according to the competency based vocational education thought, which pushed the thought of competency based vocational education to a new height. Because of its remarkable advantages, competency based vocational education has attracted wide attention all over the world. It once became the development direction of teaching reform of Vocational Education in the world and a quite popular trend of vocational education reform in the world.

Canadian Institute of applied technology takes the market demand as the center, sets up specialties and courses, and the government strengthens the dominant position of enterprises in vocational education through tax reduction and other policies, and deeply participates in it. Most of the members of the board of directors and Academic Committee of the University have industry background. The main members of the professional advisory committee are the managers or elites in the industry. They not only provide the school with the latest information and technology in the industry, but also provide the school with funds, equipment and practical posts free of charge. The most important thing is that they have a very important voice in the professional setting and curriculum development. Teachers and classes should be set up with hands-on ability as the center. In the specific teaching, the practical courses that need students to operate by themselves account for the majority, and the necessary theoretical study is only a small part of them.

At present, there are still many deficiencies in Higher Vocational Education in China, such as lack of entrepreneurial knowledge, weak entrepreneurial cultural atmosphere, less entrepreneurial support resources, and low level of entrepreneurship education training. The main reasons are that the curriculum system of entrepreneurship education is not perfect, the understanding of entrepreneurship is still biased, the teachers of entrepreneurship education are lack of practical experience, and the entrepreneurial environment and support system are not perfect. Therefore, on the basis of theoretical research, this paper puts forward the reform strategy for the cultivation of entrepreneurial competence of vocational college students.

4. REFORM STRATEGY IN CULTIVATING ENTREPRENEURIAL COMPETENCE OF HIGHER VOCATIONAL COLLEGE STUDENTS

To sum up, there are many unsatisfactory aspects in the cultivation of students' entrepreneurial competence in Higher Vocational Colleges in China, including the reasons from the government and enterprises, as well as the deficiencies of colleges and students themselves. According to the model of entrepreneurial competence of higher vocational college students, we should strengthen the cultivation of students' entrepreneurial competence from the following aspects: generally open entrepreneurship courses, cultivate their entrepreneurial vision, business management knowledge and basic business skills (basic dimension); select students with entrepreneurial intention, and cultivate their entrepreneurship, plan execution, goal commitment and culture. At the same time, the ability of interpersonal cooperation and expression will run through the whole process of talent cultivation (promotion dimension), so as to comprehensively cultivate students' entrepreneurial competence. In terms of the current entrepreneurship education and students' self-development in higher vocational colleges, we should start from the following three aspects to improve the cultivation of students' entrepreneurial competence in higher vocational colleges.

4.1. Improving the System of Entrepreneurial Curriculum

Learning from the perfect curriculum system of entrepreneurship education of Canadian Institute of applied technology, the curriculum development is based on ability, industry convergence, Multiple participation, full market research and development to form entrepreneurship curriculum meeting market demand; establishing a general entrepreneurship curriculum system, such as entrepreneurship policy and market environment, entrepreneurship marketing, entrepreneurship related legal norms, and entrepreneurial risk management. To guide students to understand the environmental characteristics of the entrepreneurial market, and to cultivate students' basic literacy required for entrepreneurship. Compared with the teachers in Canada, most of the teachers in China are lack of entrepreneurship and entrepreneurial experience. We can adopt the method of "inviting in and going out" to introduce foreign teachers and employ excellent entrepreneurs to work part-time. At the same time, we should gradually cultivate our own excellent teachers, so that the teachers of entrepreneurship education can become an excellent talent team with international vision.

4.2. Forging Campus Entrepreneurial Space, Putting up Practice Platform

On the basis of theoretical course content teaching, the concept of maker is introduced to create campus maker space, and the entrepreneurial ability is improved through entrepreneurial practice. Vocational colleges and enterprises unite to build a low-cost, convenient and open innovation and entrepreneurship service platform through market-oriented mechanism and professional services, taking college students and young entrepreneurial teams with entrepreneurial intention as the main service objects. Provide low-cost office space and public service facilities to reduce the entrepreneurial cost of college students; provide basic services such as business registration, personnel agency, talent recruitment, financial and tax agency, intellectual property agency, etc. for the entrepreneurial team through cooperation with start-up service institutions, as well as management consulting, entrepreneurial tutor, project guidance, venture capital docking, entrepreneurial roadshow, virtual incubation and other professional services. Business services can improve the survival rate and growth of entrepreneurial teams, promote the effective transformation of entrepreneurial achievements, and achieve the benign operation of feedback, which fundamentally plays a core role in improving the ability of practice.

4.3. Strengthening Entrepreneurial Risk Education, Amplifying Social Support

Due to the lack of corresponding social experience and entrepreneurial ability of college students, the road of entrepreneurship is bound to be extremely difficult, so it is of great significance to increase the risk education in entrepreneurship education. Risk education should guide entrepreneurs to carefully analyze the project selection risk, capital risk, social relationship risk, competition risk and decision-making risk in the process of starting a business, and understand which risks can be controlled or can not be controlled, and teach entrepreneurs how to deal with and resolve risks.

The social support for entrepreneurship mainly depends on the policy system of the government at the macro level. The legitimate rights and interests of entrepreneurs should be protected in policy, system and law level according to the objective needs of entrepreneurs. To solve the policy problems encountered by entrepreneurs in the process of entrepreneurship, we should form a personalized preferential policy system for entrepreneurship, loan assistance, and build a perfect employment and entrepreneurship service mechanism. Gradually establish a professional third-party business consulting service system to provide entrepreneurs with special services such as entrepreneurial feasibility assessment,

management expert advice, financial forecast, loan plan application and college students' entrepreneurial loan.

5. CONCLUSION

The arrival of the era of "mass entrepreneurship and innovation" calls for the continuous improvement of Vocational College Students' entrepreneurial competence. The establishment of entrepreneurial competency model provides a theoretical basis for higher vocational education reform, and Canadian entrepreneurship education system provides a good inspiration. It is necessary to construct a virtuous cycle of entrepreneurship education system that integrates government, society, colleges and universities, fully mobilize the resources and strength of all participants, and form the sharing of talents, information, platform, funds and other resources of entrepreneurship education, which is the necessary way to improve the entrepreneurial competence of Vocational College students.

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