

# Research on the Construction of Entrepreneurial Platform for Students in Xinjiang Vocational Colleges

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## ABSTRACT

In the context of "popular entrepreneurship and innovation", innovation and entrepreneurship have become an important way for students in contemporary social vocational colleges to obtain employment. The establishment of an entrepreneurial platform is crucial for students in Xinjiang vocational colleges to start their own businesses. Through the course platform, training platform and school-enterprise cooperation platform, it can provide graduates of vocational colleges with complete and good innovation and entrepreneurship guidance, so that students from Xinjiang vocational colleges can practice with a purpose based on their theoretical knowledge and practical experience when they are employed and start up business. At present, the entrepreneurial platform of Xinjiang vocational colleges has achieved some results, but there are still many problems. The entrepreneurial platform still needs to be constructed, invested and perfected to promote the entrepreneurial platform to become a starting point for students' innovation and entrepreneurship.

**Keywords:** Xinjiang vocational colleges, Entrepreneurial platforms, Countermeasures and suggestions.

## 1. INTRODUCTION

The innovation and entrepreneurship platform of vocational colleges means that vocational colleges use their own "think tank" advantages to integrate social talents, technology, public services, markets and other advantageous resources. It is the general term of a platform for improving students' independent innovation ability, enhancing the success rate and survival rate of business startups, and providing students with entrepreneurial training, education and practice. Its essence is a talent system that allows students to discover knowledge, accumulate experience, and cultivate their innovative consciousness, innovative spirit and innovative

entrepreneurial ability through practice. Through this system, entrepreneurs, opportunities (projects) and various resources are effectively combined to provide entrepreneurs with necessary services and information that are not easy for entrepreneurs to obtain, thereby reducing entrepreneurial costs and increasing the success rate and survival rate of business startups. According to the platforms that students need or contact at each stage, entrepreneurial platforms include innovation and entrepreneurship course platform, innovation and entrepreneurship training base platform, school-enterprise cooperation platform, innovation and entrepreneurship network platform and other entrepreneurial platforms.

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## 2. ANALYSIS ON THE STATUS QUO OF ENTREPRENEURIAL PLATFORMS IN XINJIANG VOCATIONAL COLLEGES

### 2.1 Innovation and Entrepreneurship Course Platform

Innovation and entrepreneurship course education is a special kind of open education, and innovation and entrepreneurship education in vocational colleges has received more and more attention from the country and schools. Entrepreneurship course platform is a theoretical knowledge platform for students to learn about entrepreneurship during the learning stage. Through this platform, students can have a preliminary understanding of entrepreneurship and master relevant theoretical knowledge. The core element is the construction of the entrepreneurship course system. Strengthening the construction of innovation and entrepreneurship courses in vocational colleges and creating an efficient and practical innovation and entrepreneurship course platform is an effective way to achieve the training goals of innovation and entrepreneurship education, and it is also an important indicator of entrepreneurial platform construction.

The construction of entrepreneurship course platform is inseparable from related educational activities and curriculum settings. First of all, from the analysis of entrepreneurship education activities, about 37.43% of students believe that the school has few or no entrepreneurship education activities, and it is difficult for entrepreneurship education to attract students' interest. At the same time, entrepreneurship education and professional curriculum education systems are mixed, entrepreneurship education is integrated into professional curriculum learning, and students generally do not pay attention to entrepreneurship education. Secondly, from the analysis of the curriculum of entrepreneurship education, 68.36% of students want to receive courses on interpersonal communication and communication skills, and 61.84% of students also want to have access to courses about marketing strategies. It can be seen that students have different needs for entrepreneurship education. In the face of diversified needs, it is obviously not enough to analyze a few success or failure cases in the classroom. At the same time, vocational colleges generally adopt traditional classroom-style teaching in the teaching methods of entrepreneurship education, which is similar to the teaching methods of professional courses. In terms of course content,

they mainly use case analysis teaching method, only analyzing the experience of successful entrepreneurs in the case, and the teachers are the same as the professional teachers.<sup>1</sup> At present, there are 129,700 ethnic minority students in Xinjiang's colleges and universities, accounting for 44.7% of the total number of students at school. Xinjiang is a multi-ethnic area and it is necessary to integrate Xinjiang's local characteristics. In the survey, 47.3% of minority students indicate that they need entrepreneurship education courses with ethnic characteristics. The construction of the entrepreneurship course platform needs to integrate scientific teaching methods and professional curriculum settings. ("Table 1")

Table 1. Survey on the frequency of carrying out entrepreneurship education

Options	Subtotal	Proportion
A. Many	46	11.11%
B. General	213	51.45%
C. Rare	126	30.43%
D. None	29	7%

### 2.2 Innovation and Entrepreneurship Training Platform

2016 is the first year of China's 13th Five-Year Plan. Popular entrepreneurship and innovation is a new engine leading economic development. Students are the main force of mass entrepreneurship and innovation. The construction of entrepreneurship training bases for vocational colleges is an important aspect of the construction of entrepreneurial platforms. The entrepreneurship training platform for students in vocational colleges is the main measure taken by all schools to fully implement the "Student Entrepreneurship Leading Plan". It is an efficient platform for in-depth promotion of graduates' independent entrepreneurship. In the context of "popular entrepreneurship and innovation", Xinjiang vocational colleges have continued to explore and form a preliminary training platform for innovation and entrepreneurship.

Through combing the official website data of Xinjiang vocational colleges, it can be found that Xinjiang vocational colleges generally have entrepreneurship training bases. The average number of entrepreneurship training bases in each vocational college is 300, up to 1,000. Compared with junior colleges, technical secondary schools have rarely built practical training bases. By comparison, it can be concluded that the construction of

<sup>1</sup> Data source: Statistical Yearbook of Xinjiang in 2017.

entrepreneurship training bases of junior colleges in Xinjiang is better than that of technical secondary schools, and the overall construction of entrepreneurial platforms is better than that of technical secondary schools. In addition, in the survey of students in vocational colleges, about 48.07% of students have some understanding of the school's entrepreneurship training platform, and the remaining students have little knowledge of the school's entrepreneurship platform base. In terms of investment and use, only 27% of students believe that schools have invested more in entrepreneurship training platforms, while more students believe that the use of entrepreneurship platforms by schools is not high.

### ***2.3 School-enterprise Cooperation Platform***

School-enterprise cooperation is a deep-water zone of vocational education reform, which requires continuous exploration, and building a school-enterprise cooperation platform is another important measure to improve the entrepreneurial platform. If the on-campus entrepreneurship training base is to build a platform for students to combine theory and practice, then the school-enterprise cooperation platform is to create a platform for students on how to apply theory. If school-enterprise cooperation is to be deep and lasting, it is necessary to build an executive-level platform. Therefore, the establishment and improvement of the school-enterprise cooperation mechanism is of great significance to the entrepreneurship and employment of Xinjiang vocational college students. Questionnaire survey data show that 252 (60.87%) respondents hope that the school will provide a platform for double selection of projects and establish a long-term school-enterprise cooperation mechanism. At the same time, Xinjiang vocational colleges generally lack a long-term platform for school-enterprise cooperation. The opportunities for students to access real companies are limited to internships arranged by the school at a fixed time. Students' understanding of entrepreneurship remains at the theoretical or conceptual level. Vocational colleges are an important source of practical talents for society and enterprises. Early exposure to actual work and summarizing work experience are of great benefit to vocational college students. Therefore, improving the school-enterprise cooperation platform and establishing a long-term cooperation mechanism are important measures to strengthen the construction of entrepreneurial platforms.

### ***2.4 Innovation and Entrepreneurship Network Platform***

The innovation and entrepreneurship network platform is a comprehensive network service system based on the Internet that integrates various entrepreneurial information resources to provide entrepreneurs with relevant policies, resources and other beneficial information. It is an emerging technology network platform after the 21st century. The country has established a unified national-level university students entrepreneurship and innovation training program platform to provide students with relevant entrepreneurial policies and services. In the network platform, various related services are provided to students mainly through project display, project establishment, project docking, related policy document release, and excellent entrepreneurial achievement display. At the same time, it also provides links to the network platforms of various provinces across the country. According to the questionnaire survey, about 48% of the students don't know about the online platform, and 23% of the students say that they know about the online platform, but don't know how to use related resources. The utilization rate of the entrepreneurial online platform is low among students.

According to Internet searches, provinces such as Beijing and Jiangsu have established their own innovation and entrepreneurship network platforms, which provide local graduates with practical entrepreneurial information and policies based on the actual conditions of the province. The links to Tibet and Liaoning are invalid, including the innovation and entrepreneurship network platforms in Xinjiang. This means that the entrepreneurial innovation network platform in Xinjiang is still under construction and has not really been put into use. In addition, although Xinjiang has set up a special online platform for employment and entrepreneurship information and policies in the region — Silk Road Science and Technology Innovation, since it has just been put into use, the related functions need to be improved, and the pertinence of the main body of students is not strong, and the popularizing rate is not high. The main channels for students to obtain such information are related documents and other online channels.

### ***2.5 Other Entrepreneurial Platforms***

The entrepreneurial platforms of Xinjiang vocational colleges also include innovation and entrepreneurship competition platforms and

innovation and entrepreneurship propaganda platforms. The innovation and entrepreneurship competition platform organizes various entrepreneurial competitions and provides relevant entrepreneurial resources for participants. The participants are mainly students from various vocational colleges in Xinjiang. Through the later evaluation, it will reward outstanding entrepreneurs or support them to continue operating projects within the specified time limit. The innovation and entrepreneurship propaganda platform is a propaganda platform established by schools or the government to promote various entrepreneurial policies, typical entrepreneurial models, and a variety of entrepreneurial knowledge. The focus is to promote the idea of "popular entrepreneurship and innovation", encourage students to actively start their own businesses, strengthen their understanding of entrepreneurship from the field of ideology, and implement entrepreneurship in action.

### **3. PROBLEMS IN THE ENTREPRENEURIAL PLATFORM OF XINJIANG VOCATIONAL COLLEGES**

#### ***3.1 The Course Structure and Content Are Unreasonable***

##### ***3.1.1 Innovation and Entrepreneurship Courses Lack Practicality and Speciality***

The curriculum setting of vocational colleges rarely starts from the interests of students, and ignores the cultivation of students' entrepreneurial thinking and entrepreneurial psychological quality, resulting in boring course content. 49% of students say they are not interested in the content of the educational courses offered by the school. At the same time, 31.74% of students think that opening such courses is of little significance to them. Entrepreneurship courses are highly utilitarian, focusing on explaining successful cases and ignoring failure case studies. In addition, there is a common phenomenon in vocational colleges that a teacher is both a professional teacher and an entrepreneurial instructor. The confusion between professional courses and innovation and entrepreneurship courses results in students' not having a deep understanding of entrepreneurship and failing to give students effective innovation and entrepreneurship guidance.

##### ***3.1.2 The Teaching Methods of Innovation and Entrepreneurship Courses Are Backward***

At present, the innovation and entrepreneurship courses of vocational colleges are still the traditional classroom teaching method. Teachers mostly use the "cramming education" method, and students lack interest in entrepreneurship courses. At the same time, the curriculum is single, and the knowledge accepted by all students is the same. However, each student has different knowledge and guidance needs for entrepreneurship. The questionnaire survey shows that more than 69% of students hope that they can learn interpersonal and communication skills in the process of starting a business, and more than 65% of students want to understand and master marketing skills. It can be seen that the needs of students are different, and machine-made course guidance should not be set.

##### ***3.2 The Scale and Utilization Rate of the Innovation and Entrepreneurship Training Platform Are Not High***

In terms of the construction of the entrepreneurship training platform, the construction scale of technical secondary schools needs to be expanded, and students lack a place for further practice after learning theoretical knowledge. Nearly 50% of students from junior colleges participating in the survey say they have never heard of the school's entrepreneurship training platform. Taking Xinjiang Shihezi Vocational College as an example, there are nearly 12,000 students in the college, and an average of nearly 3,000 graduates each year. In its innovation and entrepreneurship training platform construction plan, it only applies for the construction of 1 entrepreneurship platform, attracts 3 companies to enter, and plans to attract 60 entrepreneurs from higher vocational students. This scale can't meet the entrepreneurial needs of a large number of graduates each year.

##### ***3.3 The School-enterprise Cooperation Platform Lacks a Long-term Mechanism***

The cooperation between vocational colleges and enterprises can create a good practice training venue for students. Currently, Xinjiang vocational colleges generally do not have long-term cooperation mechanisms with enterprises. From an enterprise perspective, school-enterprise communication lacks effective channels. The company also don't provide effective internship guidance to interns. During

internships, they even only arrange for students to do some basic tasks such as being on duty. At the same time, the company doesn't report the students' internships to the school to improve the internship plan. From the school's perspective, the school doesn't conduct in-depth research and doesn't understand what type of talents the company needs. The survey results show that 74.15% of the students believe that the school's service awareness for students' entrepreneurship is poor or average, while only 5.31% of the students think the school's service awareness is very good. From the school's perspective, the poor service consciousness of the school is one of the reasons for the lack of a long-term mechanism for school-enterprise cooperation. School-enterprise cooperation only stays at the level of student internship and lacks an internship feedback interaction mechanism. It is precisely because of the lack of smooth information between schools and enterprises that the school-enterprise cooperation platform can't establish a long-term mechanism. Therefore, vocational college students can't get real training on the school-enterprise cooperation platform, and can't accumulate the necessary experience for entrepreneurship and work.

### ***3.4 Low Level of Construction and Popularizing Rate of Innovation and Entrepreneurship Network Platform***

The construction level of Xinjiang's innovation and entrepreneurship network platform is very low, and there is a lack of relevant platforms to provide students with innovation and entrepreneurship policies, and there is also a lack of links to the Xinjiang region's innovation and entrepreneurship network platform in the national university students entrepreneurship and innovation training program platform. At the same time, the "Silk Road Science and Technology Innovation" network platform lacks pertinence, and there is no relevant entrepreneurial network information platform for the special group of students. Vocational college students lack access to relevant information channels for obtaining business startups, and can't timely understand the relevant entrepreneurial policies issued by the country and autonomous region on the network information platform, resulting in a low entrepreneurial success rate and insufficient employment.

## **4. COUNTERMEASURES AND SUGGESTIONS FOR IMPROVING THE ENTREPRENEURIAL PLATFORM OF XINJIANG VOCATIONAL COLLEGES**

### ***4.1 Standardizing Course Content and Improving Course Platform***

First of all, it's necessary to standardize the content of innovation and entrepreneurship courses, from single case analysis to multiple interactions. Schools can use questionnaires to investigate students' entrepreneurial needs and understand what students really need. At the same time, it's necessary to separate professional courses and entrepreneurial guidance courses, strengthen the construction of the teaching force of entrepreneurial faculty advisers, and hire faculty advisers with professional knowledge and rich experience. Secondly, it's necessary to improve traditional teaching methods, reduce teachers' "deciding everything by one man's say" style, reasonably increase internship time, and use the online teaching platform to build personalized innovation and entrepreneurship guidance according to each student's different needs for entrepreneurship. Finally, the course content should be integrated with local cultural characteristics, paying attention to the needs of minority students and the innovation and entrepreneurship guidance of local characteristic industries.

### ***4.2 Improving the Construction Scale and Utilization Rate of the Innovation and Entrepreneurship Training Platform***

Vocational colleges should increase the construction scale and popularization efficiency of their own entrepreneurial training platform. The utilization efficiency of the entrepreneurship training platform directly reflects the quality of the school's entrepreneurship platform construction. The survey shows that 14.98% of the students don't know the school's training platform, and 36.96% of the students have only heard of but don't know about the school's entrepreneurship internship platform. First of all, vocational colleges should increase investment in entrepreneurship training platforms and expand the scale of their construction so that the scale of entrepreneurial platforms can meet the entrepreneurial needs of their students. Secondly, vocational colleges should institutionalize students' participation in entrepreneurship training platforms, and they need to compile students' internships on the

entrepreneurship training platform into the training plan, so that students can really pay attention. Finally, it's necessary to strengthen the promotion of the innovation and entrepreneurship training platform, focusing on introducing the innovative functions of the school's entrepreneurship training platform, so that students can truly understand the school's training platform, increase their enthusiasm for participation, and actively participate in the entrepreneurship training platform.

#### ***4.3 Establishing and Improving the Long-term Mechanism of School-enterprise Cooperation Platform***

Necessary information communication channels and good communication mechanisms can be established between schools and enterprises. From the school's perspective, the school should improve its own service awareness, conduct in-depth investigations within the enterprise, and compare and analyze actual work with the various majors of the school, and improve the effectiveness of students' internships on the school-enterprise cooperation platform by comparing the degree of professional fit. Students can accumulate necessary work experience through internships and lay the foundation for innovation and entrepreneurship. In addition, from the perspective of enterprises, enterprises only provide students with necessary places for internships and lack professional internship guidance and communication feedback with schools. Therefore, enterprises can communicate with schools to negotiate what type of internship guidance to offer. At the same time, enterprises should establish internship files for students taking an internship, record the students' internship status in the files, and provide timely feedback to schools. Schools can also adjust the internship program of their students in time according to the internship file. Schools and enterprises can use scientific models such as "order class" and "factory in school" to improve the effect of internship.

#### ***4.4 Speeding up the Construction and Use of Xinjiang's Innovation and Entrepreneurship Network Platform***

The innovation and entrepreneurship network platform is the result of technological development and is another window for students to understand entrepreneurial information and policies. Against the background of the new era, many students will use the online platform to check when they understand relevant information, and the innovation and

entrepreneurship network platform has the characteristics of timeliness of policy content, promptness of policy release, and universality of policy dissemination. Speeding up the construction and use of Xinjiang's innovation and entrepreneurship network platforms is an important way to help students learn about entrepreneurship information and policies and increase the success rate of entrepreneurship. On the one hand, the national university students entrepreneurship and innovation training program platform has a certain reputation. Therefore, the government should arrange for technical personnel to promptly open a link in Xinjiang on the national university students entrepreneurship and innovation training program platform, so that students can grasp first-hand information. On the other hand, for the "Silk Road Science and Technology Innovation" network platform, the government should increase the promotion of the platform, do a good job of publicity, and improve the efficiency of the use of the "Silk Road Science and Technology Innovation" network platform by relevant entities so as to make the construction of the entrepreneurial platform adapt to the development of the times.

## **5. CONCLUSION**

The establishment of a student entrepreneurship platform in Xinjiang vocational colleges is crucial for students' entrepreneurship. It's necessary to give full play to the important role of Xinjiang vocational colleges' course platform, training platform, and school-enterprise cooperation platform. The research points out that improving the course platform, increasing the scale and utilization of the innovation and entrepreneurship course platform, establishing a long-term mechanism for the school-enterprise cooperation platform, and accelerating the construction of Xinjiang's innovation and entrepreneurship network platform are countermeasures and suggestions for Xinjiang vocational colleges to promote the construction of student innovation and entrepreneurship platforms.

## **AUTHORS' CONTRIBUTIONS**

Xianbin Tang was responsible for data collection, data analysis and article writing, while Junwei Xie revised and edited the paper.

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