

Innovation and Entrepreneurship Education Reform and Innovation Based on "Internet plus" Thinking

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ABSTRACT

"Internet plus" is not only the subversion and transformation of Internet technology and mode, but also the breakthrough and innovation of thinking and concept. This paper discusses the significance of the Internet plus innovation and entrepreneurship education, and analyzes some problems in the innovation and Entrepreneurship Education under the Internet plus concept thinking. Then, this paper proposes four reforms, namely, "Internet plus", "user thinking", "data thinking", "ecological thinking" and "drainage thinking", which are respectively aimed at the reform and innovation of talent training objectives, campus cultural atmosphere and the integration platform of production and teaching.

Keywords: *Internet plus, Innovation and entrepreneurship, Personnel training*

1. INTRODUCTION

Internet plus is changing people's thinking mode of learning and living. In 2015, the State Council issued the guidance on actively promoting the "Internet plus" action. It pointed out that the Internet plus the Internet should be expanded from the consumer sector to the production area, and the industrial development level should be accelerated, the industry's innovation ability should be enhanced, and the important initiatives of building new advantages and new energy in economic and social development. In the Internet plus era Internet, we should use the idea of Internet plus to rethink the practice of innovation and entrepreneurship education, and use the idea of Internet plus to construct an innovative entrepreneurship education ecosystem.

2. THE SIGNIFICANCE OF INTERNET PLUS INNOVATION AND ENTREPRENEURSHIP

2.1. "Internet plus" innovation and entrepreneurship is the essential requirement of innovation and entrepreneurship education.

Innovation is the driving force for the progress and development of human society. Standing at the top of the "five development concepts", the 18th National Congress of the Communist Party of China proposed to make

innovation "run through all the work of the party and the state". Innovation and entrepreneurship education also needs innovation. "Internet plus" is an innovation that goes beyond limitations, achieves breakthroughs, abandons closed and meets open. The "plus" is not only the subversion and transformation of Internet technology and mode, but also the breakthrough and innovation of thinking and concept. "Internet plus" is changing people's thinking mode of learning and living. The Internet plus innovation and entrepreneurship education is simultaneous interpreting the Internet with traditional innovation and entrepreneurship education, and using innovation as a catalyst, using the Internet platform and using information and communication technology to integrate the Internet and innovation and entrepreneurship education, creating a new ecosystem in the field of education [1]. The idea of "Internet plus" innovation and entrepreneurship education will bring new impetus to the reform of innovation and entrepreneurship education.

2.2. "Internet plus" innovation and entrepreneurship changed the educational concept of innovation and entrepreneurship education.

In April 2015, Premier Li Keqiang proposed the China Internet plus innovation and entrepreneurship competition, and emphasized that we should integrate

innovation and entrepreneurship education with talents cultivation, and foster the soil of public entrepreneurship and innovation [2]. Under this background, as a leading and innovative education in universities, the innovation and entrepreneurship education in universities and colleges is reconsidering the concept of innovative entrepreneurship education, innovative talents training programs and the cultural environment of campus education based on the new concept and new thinking of "Internet plus". It is a "Copernicus style" profound revolution in the traditional teaching concept of universities.

2.3. "Internet plus "innovation and entrepreneurship is the innovation of content and form in innovation and entrepreneurship education in the era of Internet plus.

The The openness and sharing of Internet big data drive the reform in the field of education "In the era of Internet plus, information, text, image, audio and video are integrated. New media such as micro-blog and WeChat become innovative means of improving the educational effect of innovation and entrepreneurship educators. Big data technology makes innovation and entrepreneurship education more targeted. "Internet plus" breaks through the space limitations and inherent ideological barriers, providing a broader imagination for innovation and entrepreneurship.

3. ANALYSIS OF PROBLEMS IN INNOVATION AND ENTREPRENEURSHIP EDUCATION IN UNIVERSITIES UNDER THE "INTERNET PLUS" THINKING

3.1. Innovation and entrepreneurship education is not high in concept, and is not consistent with the concept of "Internet plus" opening and innovation.

"Internet plus" embodies openness, sharing, innovation and integration [3]. However, in the practice of innovation and entrepreneurship education in Colleges and universities, most of them are achievement oriented, focusing on the explicit and quantitative results as the indicators to measure the quality of education, focusing on the training of innovation and entrepreneurship skills, emphasizing students' successful entrepreneurship or winning the awards in the innovation and Entrepreneurship Competition, while focusing on Establishing Students' innovation and entrepreneurship concept, cultivating students' spirit of questioning and daring to fail The cultivation of students' awareness and habits of innovation and entrepreneurship is not paid enough attention. Teachers themselves are also lack of tolerance. They take care of the students who are successful in starting a business, but give up the

cultivation of the students who do not want to start a business or who are not successful in starting a business. They use "elite education" to replace the popular education, and cannot form the campus humanistic atmosphere of "daring to try and innovate". This is inconsistent with the idea of "Internet plus" abandoning the closed and open mind.

3.2. Innovation and entrepreneurship education has not been integrated into the whole process of talent training, which is inconsistent with the "Internet plus innovation" cross boundary integration, out of the limitations and the realization of breakthrough thinking.

The Ministry of education proposes that innovation and entrepreneurship education should run through the whole process of talent training. Although colleges and universities have basically incorporated innovation and entrepreneurship education curriculum into the professional talent training program, they are more "joining" than "integrating" in curriculum setting and teaching arrangement. In the absence of full development of talent demand research, post setting analysis, vocational ability induction and institutional mechanism adjustment, this university has joined the professional curriculum and teaching schedule with a few courses of innovation and entrepreneurship, which leads to the lack of systematic curriculum system, curriculum content selection, curriculum assessment and classroom implementation Scientific and reasonable. In the process of implementation, mud, water separation or pilfering and column changing are often encountered. Secondly, although universities achieve the integration of production and education, production, study and research and Engineering in professional education, they have adapted to the needs of the market and enterprises for the knowledge structure of talents in time. However, because the development of innovation and entrepreneurship education is short, it shows that the combination with the market is not close enough in the process of education practice. The education and teaching fails to fully introduce the production, operation and management mode, operation mechanism and innovation elements of modern enterprises to adjust the management and operation mechanism of innovation and entrepreneurship education, It also fails to make full use of school enterprise cooperation to provide students with more practical platforms for innovation and entrepreneurship. In the process of cultivating students' innovation and entrepreneurship ability, there are some problems, such as lack of real and effective practice environment, lack of professional guidance team with interdisciplinary, lack of cooperation between school administration and business. Innovation and entrepreneurship education obviously shows that it can not break through the limitation of space and time.

3.3. In the new era, the construction of campus culture lacks the atmosphere of innovation and entrepreneurship, and the implementation of innovation and entrepreneurship education fails to achieve interconnection and linkage

In the practice of innovation and entrepreneurship education in Colleges and universities, the top-level design is not in place, there is a lack of unified construction standards and scientific evaluation system, and sometimes there is a phenomenon of "self-supporting banner" in the goals, contents and modes of entrepreneurship education in Colleges and universities of the same level and type. In terms of teaching, some colleges and universities focus on solving the problems of innovation and entrepreneurship education curriculum and implementation, mainly focusing on the construction of the first classroom, rather than simply carrying out innovation and entrepreneurship knowledge and skills teaching. In the process of education implementation, there are some errors, such as teaching without educating people, only "doing" without "learning" or only "learning" without "doing", only teachers' participation without department coordination and linkage, and lack of top-level design in education reform. In terms of cultural construction, the understanding of the cultural education function of campus culture is not in place, the investment in time and funds, leadership attention, incentive system guidance and other aspects of the construction of innovation and entrepreneurship campus culture is less, teachers cannot be fully encouraged to actively participate in the construction of campus innovation and entrepreneurship culture, campus cultural activities cannot get high-level guidance, and cultural activities present many but not precise. As a result, the campus innovation and entrepreneurship culture has gradually lost its function of innovation guidance, education and shaping.

4. APPLYING INTERNET PLUS THINKING TO CARRY OUT INNOVATION AND ENTREPRENEURSHIP EDUCATION REFORM AND INNOVATION

4.1. Establish Internet plus user thinking, and accurately grasp the orientation of training objectives for innovative and entrepreneurial talents.

The most important thing in Internet thinking is "user thinking", that is "user centered". Since the object of innovation and entrepreneurship education is "people", the value orientation of innovation and entrepreneurship education should focus on cultivating "people" rather than incubating "enterprises". The value goal of innovation and entrepreneurship education should focus on the broad concept of innovation and entrepreneurship

education, which is based on the cultivation of students' quality and ability and entrepreneurship [4]. The connotation and teaching scope of innovation and entrepreneurship education should not only cultivate students' innovation and entrepreneurship technology and ability, but also pay attention to the development of students' innovation and entrepreneurship soft power, cultivate students' thinking habit of adapting to the change and transfer of professional economic environment, seeking their own career, and the consciousness and feelings of daring to innovate and entrepreneurship. The idea of innovation and entrepreneurship is set as "genetic code" and implanted into the genetic inheritance of students before they enter the society. Therefore, the quantitative indicators such as whether the students are successful in setting up enterprises and the number of entries should not be the main criteria for the effectiveness of innovation and entrepreneurship education in Colleges and universities, let alone the only way to measure the effectiveness of students' education. Education evaluation departments need to build a more perfect and scientific evaluation system of innovation and entrepreneurship education in Colleges and universities according to the essential requirements of innovation and entrepreneurship talents training.

4.2. Using Internet plus data thinking, the elements of innovation and entrepreneurship education are regarded as data elements into the talent training program.

Innovation and entrepreneurship education emphasizes the core driving force of education and economic interaction, adapting to the requirements of the times, keeping pace with the times, and innovating the core driving force of talent training reform in Colleges and universities. To adapt to the market demand, higher education should deepen reform in various aspects, such as professional transformation, curriculum implementation, teacher construction and assessment, etc. according to the actual needs of national innovation and entrepreneurship talents training.

In terms of professional reform, universities should take the initiative to adapt to the industrial structure adjustment and upgrading under the background of innovation driven strategy. Combined with the characteristics of regional economy, we should understand and apply some new concepts such as big data, Internet plus, block chain, and introduce advanced concepts such as big data and sharing into professional curriculum reform through the opening of new specialties such as cross-border electricity providers, artificial intelligence, etc. Integrating innovative thinking into teaching and so on, vigorously promoting professional construction and education and teaching reform.

In terms of curriculum implementation, colleges and universities should adjust the talent training program, not only build a complete innovation and entrepreneurship curriculum system, enrich the innovation and entrepreneurship MOOCs, video open courses and other high-quality curriculum resources, but also strengthen the cross integration of professional courses and innovation and entrepreneurship courses, and explore suitable for different professional characteristics. Different regional economic development needs of specialized courses or re-adjust the content of professional courses, the innovation and entrepreneurship elements, content into or embedded in the content and form of professional courses. In the era of big data, network data is open, free and shared. Students can also actively seek various information resources through the network and receive innovation and entrepreneurship education.

In the aspect of teaching staff building, traditional professional education only pays attention to the imparting of theoretical knowledge, which is far from satisfying the practical need of cultivating students' pioneering spirit and innovative ability. We should change the educational concept with the "Internet plus" innovative thinking mode, so that teachers can fully understand the meaning and connotation of innovative entrepreneurship education concept, and renew the teaching and teaching concept of teachers from the perspective of value identification. Let teachers achieve three major changes in teaching: from traditional indoctrination to infiltration, from "educator" to "service person", from "knowledge and skills transfer" to "problem analysis and solution".

In terms of teaching implementation and assessment methods, on the one hand, the teaching supervision department should open up the curriculum implementation form, optimize the curriculum management mode and innovate the curriculum supervision mode, allow the curriculum to go out of the classroom and school, allow teachers to teach jointly with enterprise talents, encourage project-based teaching or team cooperative learning, and encourage students to participate in enterprise projects. On the other hand, we should strengthen the process assessment, credit replacement and other diversified performance evaluation system and evaluation mechanism reform, reform the assessment content and form, pay attention to the process assessment and project assessment of students' ability to use knowledge to solve problems, pay attention to the performance evaluation method of students' innovation and practice ability, and build credit recognition system or innovation and entrepreneurship achievements. The professional credit transfer system, such as competition award-winning, makes the curriculum setting closer to the real situation in form, the curriculum implementation form more flexible and operable, and the curriculum assessment more scientific and reasonable.

4.3. Grasp the Internet plus ecological thinking, and promote the organic integration of innovation and entrepreneurship education and the connotation construction of campus culture in the new era.

In the era of Internet plus, "ecological thinking" regards the Internet as a complex ecosystem, and advocates a comprehensive ecological concern. In innovation and entrepreneurship education, it is also necessary to build a new era campus cultural environment suitable for the growth of innovative and entrepreneurial talents.

First of all, we should think about the integration of innovation and strengthen the guidance of campus culture in the new era. The growth of innovative and entrepreneurial talents needs positive energy just as the growth of plants needs sunshine. When colleges and universities promote innovation and entrepreneurship education, they should aim at the one-sided and utilitarian innovation and entrepreneurship education concept, take the ideological and political construction of curriculum as the driving force, carry out the first classroom teaching reform multidimensional and three-dimensional from the aspects of curriculum construction, textbook selection and classroom activities, and lead the formation of innovation and entrepreneurship culture of "ideological guidance and value shaping". In educational practice, we should abandon the traditional educational concept of "obedient students are good students" and "heroes are judged by success or failure". We should avoid the entrepreneurial orientation of being eager for quick success and instant benefits, forgetting righteousness at the sight of profits and taking making money as the purpose. We should encourage students to think actively, put forward ideas, care for "wisdom sparks" and "creative inspiration", and create a free, relaxed, harmonious and equal innovation and entrepreneurship environment for students. We should create a cultural atmosphere of "questioning spirit, reflecting consciousness and daring to fail", and practice the hope of General Secretary Xi for college students to realize their life value in innovation and entrepreneurship.

Second, we should take "micro innovation" ability promotion as the main line to carry out "play and create" campus cultural activities. In educational practice, we should design the second classroom activities based on the first classroom, and integrate the first classroom with the second classroom. Rich and colorful campus culture activities such as innovation and entrepreneurship training, innovation and entrepreneurship competition, innovative and entrepreneurial elite training camp, etc., are organized by students' group organizations such as professional associations and entrepreneurial associations. Students are organized to participate in the brand competition such as "Internet plus" and "Challenge

Cup". "Simulation negotiation" and other practices, create a series of "play and create" activities, such as "roadshow, play and earn foreign exchange", "entrepreneurship training, play and create camp", "entrepreneurship salon, play and create school" and "entrepreneurship story, play and create school", incubate students' express and Taobao stores, enhance students' innovation and entrepreneurship experience, cultivate students' entrepreneurial spirit, and stimulate students' innovation and entrepreneurship vitality and entrepreneurial dream, Upgrade the innovative and entrepreneurial campus culture.

Third, we should make full use of the basic platform of campus, and integrate the three functions of campus culture, namely, culture education, management education and service education into the practice of innovation and entrepreneurship education. The Ministry of education proposed at the national employment and entrepreneurship work conference that innovation and entrepreneurship education should actively create a good campus entrepreneurship culture atmosphere, and make entrepreneurship concept rooted in students' ideology and behavior awareness. In the practice of education, we should actively integrate the concept of enterprise innovation and entrepreneurship, introduce the elements of enterprise social innovation, project-based cultural activities, enterprise management community, and entrepreneurial team to build a group of learning team, and realize the innovation and entrepreneurship education concept of management and service to educate people. We should also actively introduce innovative thinking, innovative methods and innovative means in the new era such as "wechat public platform" and "sharing", and upgrade the construction of campus entrepreneurship ecological environment. We should also use various media propaganda positions such as campus broadcasting, bulletin boards and network, hold lecture forums with emphasis and levels, and carry out theme activities and cultural publicity activities for innovation and entrepreneurship, so that the innovation and entrepreneurship atmosphere can be filled in campus culture as "soil and air".

4.4. Using the Internet plus the "drainage thinking", we build cross boundary education platform to integrate innovation and entrepreneurship education into the real context of social economic development and transformation.

Education should be market-oriented and adapt to the changes of market economy environment in time. To carry out innovation and entrepreneurship education, we should pay attention to "drainage", actively explore new mechanisms of diversified cooperation and cross cultivation, and build a practical platform for integrated innovation and entrepreneurship education. First,

teachers and students should be actively engaged in hiring entrepreneurs, investors, professors and other teachers as entrepreneurial mentors, carrying out "double teacher" education, and improving teachers' quality and enriching teachers resources through "going out" and "introducing". Second, we should coordinate the classroom forms such as in class, extracurricular, off campus and Internet, open the practice base inside and outside the school, combine the in class and outside the school to comprehensively promote the collaborative training of all kinds of classes, so that students can immerse themselves in the innovation and entrepreneurship practice platform under the registration type precise guidance of the entrepreneurship instructor. Third, we should base on market demand and employment orientation, seek win-win points of school enterprises, actively promote cooperation between schools and enterprises, and build a real project incubation demonstration base of "integration of production and education". In the practice of innovation and entrepreneurship education, we can introduce "middle school factory" or implement "in plant teaching" or build "school enterprise collaborative technology research team" by providing places and order classes to build "immersion" innovation and entrepreneurship practice platform; We can also rely on the vocational education group platform to extensively connect with enterprises, and build an "open" comprehensive incubation base for innovation and entrepreneurship projects in many ways, providing students with supporting services such as incubation venues, roadshow exhibition, practical funds, real projects, office equipment, entrepreneurship training, entrepreneurship ability evaluation, entrepreneurship guidance, policy consulting, expert tutors, etc., to promote cross school cooperation Cross border cooperation; Universities can also "dig" the talent resources of the school and enterprise, establish resource banks such as "Entrepreneurs Association", "think tank", "Entrepreneurship Research Association", and seek technical guidance or fund support from them, and jointly create a social and cultural environment for innovation and entrepreneurship education through the joint efforts of schools, society and enterprises, The cultivation of innovative and entrepreneurial talents is integrated into the real situation of social and economic development and reform.

5. CONCLUSION

"Internet plus" is not only the subversion and transformation of Internet technology and mode, but also the breakthrough and innovation of thinking and concept. Innovation and entrepreneurship education also need innovation [5]. "Internet plus" will bring new impetus to innovation and entrepreneurship education reform. In the era of "Internet plus", we should use the idea of "Internet plus" to seriously examine the practical problems in the practice of innovation and entrepreneurship education in

Colleges and universities, and actively explore effective ways to integrate Internet and innovation and entrepreneurship education deeply. Only in this way can we make full use of the new opportunities brought by "Internet plus" and advance with the times, so as to build a truly educational ecosystem suitable for the growth of innovative and entrepreneurial talents.

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