

# The Application of the “Four Haves” Standard in the Innovation and Entrepreneurship Courses

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**Abstract.** At present, intensifying the cultivation of the innovative and entrepreneurial talents and the training of students’ specialized skills is becoming an important mission for colleges and universities. In view of the outstanding problems in the teaching of innovative and entrepreneurial courses, it is of great practical significance to further strengthen teachers’ moral education. What’s more, the “Four Haves” good-teacher standard is completely in accordance with the characteristics of the innovation and entrepreneurship course. In the purpose of carrying out the “Four Haves” standard, which can actually enhance the teaching quality, it is indispensable to investigate the implementation of “Four Haves” standard in the innovative and entrepreneurial course and promote its academic standing and also classify the standard in a more concrete way.

## Prominent Problems Existing in the Innovation and Entrepreneurship Courses Teaching

Innovation and entrepreneurship are the inevitable requirement to transform the form of economic development in China. What’s more, they are also the necessity to make China’s mode of production change from “the China manufacture” to “the China creation”. Meanwhile, they are the inseparable parts in the innovation-driven developmental strategy. Universities, naturally, bear a great deal of commitments to foster talented persons and drill their specialized skills in the view of cultivating entrepreneurially talented persons. The innovation and entrepreneurship education is quite distinctive from the traditional education, which focuses on the academic qualification. And the differences are demonstrated especially in teaching contents, teaching targets, course offerings, and teaching objectives, and the innovation and entrepreneurship education also puts up higher demands on the teachers. Teachers, the vital teaching resources, are the main body to integrate other teaching resources and transmit information to learners. Strengthening teachers’ self-development and teachers’ ethics education is of vital importance owing to teacher’s two above-mentioned functions. However, there are prominent problems existing in the innovation and entrepreneurship education:

Firstly, teachers are not equipped with enough recognition to the innovation and entrepreneurship education. It is reported that persons, possessing the authentic innovative capacity, are not too much, accounting for only ten percent and as for persons participating in innovation, are at approximately twenty- thirty percent and persons consuming innovation are account for the rest. Therefore, some teachers consider that giving classes to these few innovative talented persons is a kind of waste of teaching resources. In fact, these innovators, participants and also consumers have flexible identities, that is, they can change from one identity to another. Participants and innovators are usually the main force for entrepreneurship whereas consumers’ consumption is directly related to the transformation of innovative results and the acquisition of innovative efficiency. Due to this relationship, they form a small ecological closure. It is, therefore, of great significance to provide innovators and participants with the innovative education, while the innovative consumption is expected to be guided and selected by market. What’s more, teachers should offer the innovative education to innovators and the entrepreneurial education for participants, which is in accordance with learners’ aptitudes and knowledge levels.

Secondly, teachers attach excessive importance to the success however they pay little attention to

taking the precaution to possible risks and offering guidance after students' failings. There is a kind of current misunderstanding that whether the entrepreneur is successful or not lies in how much money they earn. And some teachers take this as the principle in their teaching activities, which makes students fail to shape the right concept of success and also leads to their innocence about risks, let alone the mastering of risk-preventing skills. Innovative entrepreneurs establish their own foundation on failures and also the failure, for them, is normal. When confronted with the unreasonable innovative entrepreneurs, teachers are supposed to provide much more guidance after their failings.

Thirdly, teachers with old knowledge have skeptical and exclusive attitudes towards new teaching methods. Teaching is a kind of successive activity. The longer the time, the more familiar to the content, the higher the teaching skills, and the stronger the ability to deal with things. However, this advantage can be transformed into the disadvantage. For example, teachers are unwilling to expose new knowledge due to their familiarization to old knowledge and they are exclusive to new teaching skills and methods owing to the mastery of primitive ones and teachers may pay very little attention to students' situations and so on. If teachers lose their automatic learning abilities and the consciousness of self-development, there will be bad teaching consequences.

### **The Application of the “Four Haves” Standard in the Innovation and Entrepreneurship Courses**

In September in 2014, the president Xi used “Four Haves” as the good-teacher standard, in which a good teacher must have his beliefs and ideals, have his moral sentiments, have solid knowledge base and must be benevolent to his students. The “Four Haves” good-teacher standard actually conforms to the practical teaching needs. Due to the great development of education, the number of teachers is increasing rapidly. In the process of teaching quality evaluation, we often used scores, enrollment rates and other indicators to assess, but ignored the adverse effects of various kinds of seductions and professional titles pressure on teachers, so that some teachers were less aware of the particularity of the teacher's profession. In particular, for the situation that the values of the merchants have a great impact on the social universal values in the context of the market economy, some teachers have something wrong with their ethics, which has a bad effect. Therefore, it is very realistic to reinforce the education of teacher's ethics and also actively utilize the “Four Haves” standard in the innovation and entrepreneurship courses.

Based on the characteristics of the innovation and entrepreneurship education, the “Four Haves” good-teacher standard should become the fundamental principle and also it has the universal suitability. Unlike traditional education and reeducation, innovation and entrepreneurship education has more powerful pertinence and challenging. Students' practices in innovation and entrepreneurship courses will be directly connected with the developmental quality of innovation and the entrepreneurship. Chinese new four great inventions prevalent on the Internet exhibit our innovative confidence and put the practices of the Chinese entrepreneurship team in a focused position around the whole world. Accordingly, this course teachers should be the more excellent than other marvelous teachers. Only in this way can they arouse students' interests by their individual charming, influence students by their learned knowledge and build the ethical views of competition for the innovation and entrepreneur team.

Firstly, it is necessary to stick to the ideals and beliefs in the frustrated education of innovation and entrepreneurship. Innovation is conducive to discovering and digging out and reorganizing the innovative resources hided in universities and encouraging students with the innovative capacity to put it into practice. Teachers should integrate the diversified resources so that they can provide more specialized assistance and services for students. Entrepreneurship can change the situation that students have the one-sided tendency when hunting for job. It can also facilitate the transformation of the innovative results. However, innovation and entrepreneurship can not avoid failure. Based on the influence of many factors such as lack of students' experience and evaluation of innovation results, failure is also the normal form of innovation and entrepreneurship. However, if learners

tackle this relationship in an unsuitable way, the bad effects can exert very negative influence on students' learning and entrepreneurship. Some entrepreneurs may take the risk of desperation and take unjustified means to compete, finally, they will take on too much moral and legal obligation. These are all caused by taking insufficient precautions and making defect plans for future. Teachers should offer more reasonable education in the successive teaching procedures thus unleashing the frustration education's positive effects.

Secondly, teachers should win people by virtue, and pay more attention to the trustworthiness education. Teachers giving this course are generally those who have done the job in a particular field for a long time. They are equipped with resourceful practical experience and practical operational abilities and also excellent occupational morals. They have correct judgments in terms of the suitability, rationality and validity inside and outside the workplace. Therefore, as for their students, they are not only the imitated targets but the mentors in the innovation and entrepreneurship process. Teachers, thus, should upright their attitude, keep positive mentality and behave regulations in order to guide students and win them by virtue. Innovation doesn't mean cheating and plagiarizing. Correspondingly, entrepreneurs need to operate in good faith and abide by public order and good customs. Therefore, both teachers and students are expected to be realistic and down-to-earth and honest.

Thirdly, the structure of knowledge should be expanded and the value of intellectual property should be highlighted. Innovation and entrepreneurship will produce competition, but the intellectual property right is the core competitiveness. The intellectual property of innovative achievements can not only improve the level of legal protection of scientific and technological achievements, but also finance with intellectual property. When the situation is widened, the competition will become white-hot. And whether we can win the battle is closely allied to the planning and the standard implementation of intellectual property right. Teachers should have intellectual property awareness and they need to broaden and extend their knowledge structure for providing the better service to the innovation and entrepreneurship education.

Fourthly, teachers should fully respect, understand and tolerate the students of innovation and entrepreneurship courses. Those students with the innovation and entrepreneurship ability are not necessary conventionally good students even bad ones. In this process, problems such as the temporal conflict, the behavioral characteristics, the recognition and agreement are ubiquitous. It is very necessary for teachers to demonstrate their respect, understanding and tolerance to students.

### **Thinking about the Further Implementation of the “Four Haves” Good-Teacher Standard in Innovation and Entrepreneurship Courses**

From the analysis above, the “Four Haves” good-teacher standard is closely related to practical needs of the innovation and entrepreneurship courses. In view of improving the teaching quality and implementing the standard further, we need to put the following tasks in a significant position.

The first one is to launch the investigation concerned with the application of the “Four Haves” good-teacher standard in the innovation and entrepreneurship course. Innovation and entrepreneurship touch upon many main bodies. Through investigating, we can induce its characteristics and integrate successful experience in different regions and introspect and modify curriculum sets, contents, scheduling and educational practices for making sure the promotion of the teaching quality.

The second one is to enhance the status of “Four Haves” standard in the academic research in teaching of innovation and entrepreneurship courses. The academic research in teaching has become the breakthrough for boosting the teaching quality of higher education. Academic activities are necessary in the teaching and training process of the innovation and entrepreneurship. What's more, the status and role of the “Four Haves” standard, as a kind of behavioral standard, also become the currently significant research subject.

The third one is to classify the “Four Haves” standard further. The “Four Haves” standard conforms to the educational practices of the innovation and entrepreneurship courses. Nevertheless, different schools have different criteria due to the lack of more concrete and detailed standards. It is

the suggestion that teachers should combine the “Four Haves” standard with the related laws such as the Education Act, and based on the sufficient investigations, form the detailed “Four Haves” standards and emphasize their maneuverability and assessment and supplement the accountability system in order to guarantee their efficient implementation.

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