

Research on Relationship among Comprehensive Experiment, Innovation and Entrepreneurship of Economics and Management

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Abstract—The existing practical teaching resources are effectively utilized and integrated, and various professional sharing application platforms are established. The campus resources are utilized to establish the entrepreneurship and innovation training in the school, and the practice training is conducted with the help of the practice base of long-term cooperation outside the school. The organic combination of the campus simulation practice platform and the practice platform outside the school is constructed. By using the methods of practice and questionnaire, this paper summarizes the relationship between practice teaching and innovation and entrepreneurship, hoping to guide the school to carry out corresponding teaching reform.

Keywords—practical teaching; entrepreneurship; innovation; simulation training; simulation experiment

I. INTRODUCTION

Practical teaching is an important part of talent cultivation in colleges and universities. Aiming at cultivating high-level application-oriented, inter-disciplinary and innovative talents, through the innovation of practical teaching system, students' practical application ability is enhanced, so as to meet the needs of society for talents in economics and management [1]. Carrying out innovation and entrepreneurship education in colleges and universities to change the traditional teaching mode and cultivate students' innovation ability, practical ability is an important content of education reform in higher education [2]. Experimental teaching is not only an effective way for students to exercise their scientific thinking, cultivate their application ability and cultivate their innovation consciousness, but also a validation and expansion of theoretical teaching [3].

II. SIGNIFICANCE OF INNOVATION AND ENTREPRENEURSHIP EDUCATION

At present, China has entered the new normal of economic development, and the economy is in a special period of transformation and development. Colleges and universities should adapt to the new normal development, cultivate applied innovative talents, and provide strong power support for economic and social development [4]. Strengthening entrepreneurial education is conducive to accelerating the transformation of economic development mode, building an innovative country and a strong human resources strategy [5]

A. Increase the Channels for Students to Obtain Employment and Relieve the Employment Pressure

Institutions of higher learning carry out innovation and entrepreneurship education to cultivate students' innovation and entrepreneurship ability. Correct education and guide students to start their own businesses can not only increase students' employment channels and alleviate social pressure, but also indirectly increase the employment of other groups and increase social benefits [6].

B. Improve Students' Comprehensive Quality and Competitive Advantage

Innovation education is an activity of cultivating innovative talents aiming at cultivating innovative consciousness, innovative spirit, innovative thinking and innovative ability. Compared with the traditional education, it is a new education model, a new all-round change of the innovation-led teaching model, and an innovation of the teaching content, methods, thoughts, evaluation and education system. Entrepreneurial education is to cultivate talents with pioneering personality, making them full of entrepreneurial spirit, entrepreneurial awareness and other comprehensive qualities. By changing the teaching courses and teaching methods, colleges and universities can cultivate students' entrepreneurial ability and make entrepreneurship become the quality of students themselves, so that students can become entrepreneurial talents in the future.

Jilin higher education society

Project name: Research on the supporting relationship of the comprehensive reform of economic management experimental teaching to innovation and entrepreneurship education

Project number: JGJX2018D290

The project of the 13th five-year plan for science of education in Jilin Province

Project name: Research on the supporting role of comprehensive reform of economic management experimental teaching on innovation and entrepreneurship education

Project number: GH180446

C. Cultivating the Innovation and Practicality of College Students is the Guiding Ideology of Modern Education Reform in China

Education innovation is conducive to the cultivation of innovation of college students, and education entrepreneurship is conducive to the cultivation of practice of college students. Therefore, it can be seen that carrying out education innovation of college students is directly targeted to the cultivation of innovative and practical education reform of college students, which is of great significance.

In terms of entrepreneurship, the average in China is lower than the average in global entrepreneurship monitor (GEM) statistics. In China, the proportion of graduates who start their own businesses is less than 1%, while in developed countries it is generally 20%-30%. Therefore, it is necessary to change the traditional education concept as soon as possible, deepen the reform of university talent training mode, and change from employment education to innovation and entrepreneurship education, setting up the self-employment is an important way for university students to obtain employment.

III. PROBLEMS EXISTING IN THE COMPREHENSIVE EXPERIMENT OF ECONOMICS AND MANAGEMENT IN INNOVATION AND ENTREPRENEURSHIP EDUCATION

A. The Practical Teaching System Lacks Overall Planning and is Independent of Each Other

Many colleges and universities begin to pay attention to the construction of practical teaching system in order to solve the disconnection between current talent cultivation and social demand. However, most of them focus on the practical teaching link and offer practical activities such as experimental courses, practical courses, professional practice and graduation practice. However, there is no internal connection between the practice links, and it is relatively independent and cannot form a complete training objective of practice ability.

B. Teaching Arrangement Cannot Support the Training Objective

The major of economics and management requires students to have good practical ability and consciousness of innovation, while most schools cannot achieve efficient practical teaching due to subjective and objective reasons, and the actual teaching arrangement and training objectives are not in line with each other, leading to low practical ability of students and inability to truly adapt to the efficient development of society [7].

C. Insufficient Investment in Practical Teaching and Lack of Practical Atmosphere for Innovation and Entrepreneurship

College students' innovation and entrepreneurship focuses on creating an innovative and entrepreneurial practice atmosphere. In recent years, the enrollment expansion of higher education in China, leads to the sharp increase in the number of the school of colleges and universities, education funds in tension. It also leads to serious shortages of financial

investment to the practice teaching. At the same time, students' practice teaching activities of administration funds investment is less, students lack of internship opportunities to enterprises and practice base. Practice teaching activities are carried out mostly around campus, and the participants of some practical teaching activities tend to be the minority of college students, which lacks innovation practice atmosphere of entrepreneurship, so the students' innovation ability of administration of the actual effect is not obvious [8].

D. Lack of Perfection in Teaching Mode Setting

Most schools ignore the importance of practice teaching in teaching management, so the teaching mode makes college students have a lot of theoretical knowledge of administration but unable to realize the specific operation and application, lack of initiative, innovation and practicality.

E. Lack of Practical Teaching Evaluation Management Mechanism

Practical teaching and theoretical teaching have different emphases in teaching. Therefore, the teaching evaluation mechanism has corresponding differences. The assessment of theoretical teaching mainly takes students' paper scores as the assessment of students' theoretical knowledge. But such evaluation mechanism in the process of practical application, cannot realize the appraisal of students' practice ability. Practical teaching of administration includes graduation practice, practical operation etc; but the places in the process of concrete practice is mostly outside school, making it difficult to evaluate students, and unable to realize the high efficiency assessment and management of students' practice skills.

IV. CONSTRUCTION OF COMPREHENSIVE PRACTICE SYSTEM OF ECONOMICS AND MANAGEMENT IN INNOVATION AND ENTREPRENEURSHIP EDUCATION

Professional practice teaching system of administration in colleges and universities in the building of creative education, to "advanced applied, compound" as the aim of personnel training and closely combined with the economic development characteristic, conforms to the characteristics of economy class, management class professional Settings, around the "professional training - sharing - cross major off-campus practice base, fusion between colleges, training innovative undertaking" the main line. A set of practical teaching system is summarized to improve the comprehensive decision-making and execution ability of college students engaged in economic management, as well as the innovation and entrepreneurship ability of college students (as shown in Fig 1). In practice, it constantly analyzes and demonstrates, and makes

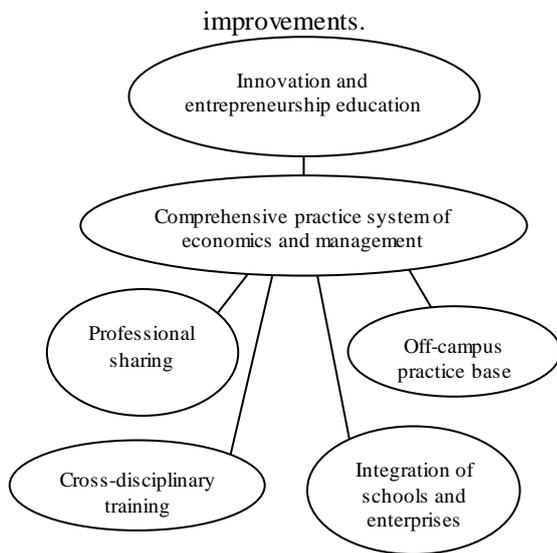


Fig. 1. The comprehensive practice system of economics and management supports innovation and entrepreneurship education

A. Integrate Practical Teaching Resources to Realize Professional Sharing

In order to effectively solve the problem that low utilization rate of practical teaching resources and high quality practical teaching resources cannot be Shared in colleges and universities, in the construction process of comprehensive practical teaching system of economics and management, the existing practical teaching resources should be integrated to realize professional sharing.

The integration of practical teaching resources on campus includes the integration of relevant professional practical teaching resources under the same subject category and the integration of relevant professional practical teaching resources under different subject categories. The talent training programs of each specialty are intersected, and the practical teaching links of each specialty can be properly integrated.

B. Clarify the Target Positioning of Talent Cultivation

The construction of practical teaching system should first take the cultivation of students' innovation and entrepreneurship ability as the overall training objective of practical teaching, which is the core premise of the construction of practical teaching system, and then carry out the practical teaching objectives of different links, stages and even courses in different levels to cultivate students' practical ability. Start with cultivating students' ability to combine theory with practice, and train students' ability to analyze and solve problems according to practical needs.

C. Increase the Input in Practical Teaching and Create a Practical Atmosphere of Innovation and Entrepreneurship

With the application of the national virtual simulation experimental teaching demonstration center as the goal guide, the simulation experimental teaching platform of interdisciplinary, modular and comprehensive economic

management was constructed. With the aim of comprehensively improving students' innovative spirit and practical ability, taking sharing high-quality experimental teaching resources as the core, we will continue to promote the information construction of experimental teaching.

D. Build a Cross-Disciplinary Simulation Training Platform

From the perspective of employment orientation of economic and administrative talents, most enterprises pay attention to the cultivation of practical application ability and comprehensive management ability of talents. Therefore, in the process of innovating the practical teaching system of economics and management specialty, we should, on the basis of the requirements of enterprises on talents, improve the practical ability of talents and the management and decision-making ability for different positions through the construction of a cross-disciplinary simulation training platform..

E. Scientific Evaluation Mechanism

The establishment of a scientific evaluation mechanism is conducive to mobilizing the enthusiasm of both teachers and students, improving the effect of practical teaching, forming a virtuous cycle, constantly improving the teaching system of entrepreneurial practice, and adopting a new type of assessment system, such as credit replacement and assessment of internship units. When establishing the evaluation mechanism, the assessment and evaluation should be carried out in different stages and objectives, and the assessment results should be quantified. The supervision of the process should be emphasized while paying attention to the results. Second, we should pay attention to the assessment and evaluation of both sides of the teaching. Finally, the information feedback mechanism is established to give students more voice, and the process, effect and management of practical teaching are evaluated from the perspective of students [9].

TABLE I. STATISTICS TABLE

The Effect / The Survey	Great	General	No
1, the degree to which the experiment improves the innovative and entrepreneurial ideas	66.67%	28.57%	4.76%
2, the degree of improvement of professional knowledge in the experiment	82.54%	14.81%	2.65%
3, the degree to which the experiment can improve my understanding of my future work	76.72%	22.22%	1.06%
4, the degree to which the experiment improves my professional innovation	63.49%	33.33%	3.17%
5, the degree to which the experiment improves the confidence of independent entrepreneurship in the future	58.20%	32.80%	8.99%
6, whether the experiment produces innovative ideas	47.09%	42.86%	10.05%
7, how does experiment help innovation and entrepreneurship	56.61%	39.68%	3.70%

V. SURVEY RESULTS OF ON-CAMPUS EXPERIMENTAL TEACHING

Through the simulation experiment course, students have improved their innovative and entrepreneurial ideas, professional understanding, and independent entrepreneurial confidence to a certain extent. The findings are as follows table 1:

The bar chart clearly shows a nearly 50% increase in all survey items. Students have greatly improved their understanding of the first four aspects, while the awareness of the last three is not high. Therefore, students' confidence should be improved in innovation and entrepreneurship education, and experimental courses should cooperate with enterprises. The experimental data should be simulated with the actual business data of enterprises to improve students' practical skills.

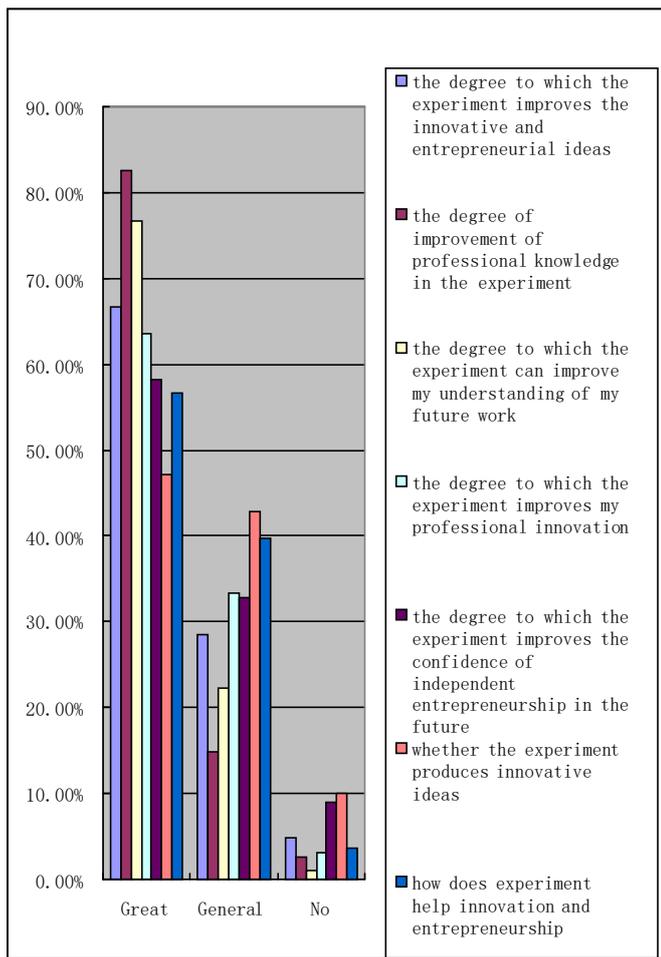


Fig. 2. Statistic chart

VI. CONCLUSION

Practical teaching is an important part of the training program of various professional talents in colleges and universities. By integrating existing resources, we break through the scattered and isolated practice teaching links of various majors and realize the sharing of quality practice teaching resources. Centering on the operation and management activities, a cross-major simulation platform is built to realize the sharing of cross-major and interdisciplinary practical teaching resources, and further lay the foundation for the cultivation of students' innovative and entrepreneurial ability.

The innovation of practical teaching system also needs continuous exploration and trial. As a systematic project, the innovative construction of the practical teaching system must be guided by the talent training objectives, combine with the optimization of professional training programs, and form a scientific and reasonable system through resource integration and platform construction.

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