

Research on the Training of Applied Talents under the Background of Innovation and Entrepreneurship

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Abstract—Innovation and entrepreneurship education started late in China. Compared with the level of western developed countries, its development in China still lags far behind. Under this background, how to combine the cultivation of applied talents with innovation and entrepreneurship education in Colleges and universities to cultivate innovative and applied talents to meet the needs of society becomes very important. Firstly, this paper points out the existing problems in the training of applied talents. Then, starting from the theoretical connotation, this paper elaborates how to optimize the curriculum, improve the teaching support system, build a talent training practice platform, set up a school-enterprise cooperative teaching team, and organize professional competitions to improve learning enthusiasm, and ultimately achieve innovative talent training. The author hopes that this study can play a positive role in promoting the cultivation of innovative talents.

Keywords—*Applied talents; talent training; innovation and entrepreneurship education;*

In July 2017, the State Council issued "Opinions on Strengthening the Implementation of Innovation-Driven Development Strategy and Further Promoting the Innovation and in-depth Development of Mass Entrepreneurship". Its purpose is to promote mass entrepreneurship and innovation in a wider scope, higher level and deeper degree. As applied talents account for a large proportion of technical and technical talents in China, it is necessary for universities to carry out innovation and entrepreneurship education in the process of training applied talents.

I. THE CONCEPT OF INNOVATION AND ENTREPRENEURSHIP AND THE TRAINING OF APPLIED TALENTS

A. *The connotation of innovation and Entrepreneurship*

"Entrepreneurship education" is translated from "enterprise education" in English. Entrepreneurship education refers to the education that develops and improves students' basic qualities and abilities of entrepreneurship. Its purpose is to enable students to have the necessary knowledge, ability and psychological quality to engage in entrepreneurial practice. It is the "third educational passport" that future people should grasp. At the first World Conference on Higher Education, it was emphasized that "higher education must take entrepreneurial skills and innovative spirit as its basic goals. Because college

graduates are not only job seekers, but also job creators. Innovative ability refers to the comprehensive ability to use knowledge and theory to complete the process of innovation and produce innovative results. The manifestation of innovation ability is invention and discovery, which is the externalization of human creativity.

B. *Training of Applied Talents*

The International Standard Classification of Education divides universities into three categories: comprehensive research universities mainly train research-oriented talents in natural sciences, Social Sciences and humanities; professional and applied multi-disciplinary or single-disciplinary universities or colleges mainly train senior specialists at different levels with solid theoretical basis. Talents and managers, such as teachers, engineers, doctors and other "teacher-oriented" talents; vocational and skilled institutions of higher learning mainly train and cultivate technical personnel engaged in specific work at the forefront of production, management and service. Applied talents are mainly engaged in non-academic research under the guidance of certain theoretical norms. Its task is to transform abstract theoretical symbols into concrete operational concepts or product configurations, and apply knowledge to practice. The core of applied talents should be "learning for application". Its core purpose is to meet social needs. The basis of practice is to master basic knowledge and ability, and the way of practice is social practice.

C. *Connotation of Training Applied Talents under the Background of Innovation and Entrepreneurship*

From the above connotations, we can know that innovation and entrepreneurship education does not conflict with the training of applied talents. They can even achieve perfect integration. The connotation of Applied Talents Cultivation under the background of innovation and entrepreneurship focuses on the cultivation of talents' innovation and entrepreneurship ability. On the basis of mastering basic theoretical knowledge and skills, these talents can solve practical problems independently and innovatively, and produce valuable ideas, methods or results. Let these people be able to acutely and insightfully apply the acquired innovative knowledge to social practice as workers' innovative application

knowledge, and at the same time, make better use of adequate information resources, good insight, ability to adapt to the environment to actively create jobs and innovate employment opportunities.

II. MAIN PROBLEMS IN TRAINING APPLIED TALENTS

First, there is no consensus on deepening innovation and entrepreneurship education and training applied talents. To a certain extent, the understanding of the training mode of innovative and entrepreneurial applied skilled talents is still on the surface, lacking in deep-seated understanding. Secondly, the teaching means and methods of training applied talents are still insufficient. It can be shown as follows: (1) Professional laboratories and equipment cannot meet the needs of teachers in the teaching environment of case teaching and professional model, and restrict the enthusiasm of teachers in teaching reform [4]. (2) The full-scale simulation site of the engineering training center limits more opportunities for students to develop their hands-on ability. The existing training facilities cannot meet the needs of teaching practice. The construction of off-campus practice base is weak and far from meeting the needs of teaching practice. The long-term mechanism of school-enterprise cooperation has not been really established, and there is a phenomenon of floating in form in the practice bases at this stage. In addition, the teaching staff of practical teaching needs to be improved. A large number of young teachers from universities (mainly teaching and research universities) entered the school after graduation to engage in teaching work, lack of specialized training in practical teaching links, it is difficult to compete for the relevant practical training work. Finally, the teaching evaluation mechanism needs to be improved. The current teaching evaluation mechanism cannot meet the needs of practical teaching reform, and cannot strengthen the enthusiasm of encouraging practical teaching and innovation in practical teaching. On the contrary, there is a tendency of restriction.

III. REFLECTIONS ON THE TRAINING OF APPLIED TALENTS UNDER THE BACKGROUND OF INNOVATION AND ENTREPRENEURSHIP

A. *Optimize the curriculum, add innovative and entrepreneurial courses, and increase the proportion of applied courses.*

Set up a three-dimensional integrated education curriculum system which combines comprehensive curriculum education, entrepreneurship education and professional curriculum education. Strengthen the reform and construction of Applied Curriculum system. Applied colleges and universities should vigorously promote innovation and entrepreneurship, with the existing resources of schools, increase the utilization of training bases, science and technology parks, business incubator parks and other places, so as to strengthen the innovative and entrepreneurial activities of College students. At the same time, application-oriented universities should also actively strengthen links with other universities and social enterprises; actively introduce successful cases of innovation and entrepreneurship for students, so that students can get more help in the process of innovation and innovation, thus indirectly improving the

teaching quality of innovation and entrepreneurship in Colleges and universities [5]. After creating a good place for students and learning environment, application-oriented colleges and universities should also constantly strengthen their own resources and equipment, make use of the software developed by various Internet technologies, so that excellent teaching resources of innovation and entrepreneurship can be shared, which can not only cultivate students' ability of innovation and entrepreneurship, but also be able to do so. To enable students to learn independently. In the process of innovation and entrepreneurship teaching, we should correctly deal with the relationship between theoretical basis and engineering training, take the reform of skill-based teaching of professional courses as the guide, radiate gradually to basic courses, and promote the pace of skill-based teaching reform. Actively implement the teaching reform idea of "sufficient basic theory, excellent practical skills, outstanding characteristics, quality education as the most important". Continuously optimize the curriculum system to ensure that students' practical application ability and innovative spirit are trained throughout the whole process, and improve the quality of personnel training.

B. *Improving the Teaching Support System with the Training of Applied Talents as the Core*

To cultivate applied talents, we must have sufficient teaching support. On the one hand, teaching support is mainly embodied in teaching rules, teaching system and teaching management, on the other hand, it is mainly embodied in the training of teaching staff. In order to cultivate students' ability to innovate and apply the scientific theories they have learned and transform them into productive forces, it is necessary to enlighten and train students' abilities in this respect. Teachers' innovative teaching methods, methods and techniques in classroom are an important link in the training and training of innovative and entrepreneurial abilities. Therefore, if there is an open system in this respect, teachers should be encouraged and trained in this respect. Scientific management mode can promote teachers to take the lead in application innovation, such as project management education and task management education. Its teaching management system can be more flexible and the atmosphere is relatively relaxed. At the same time, policy and financial support should be strengthened to encourage teachers' lifelong learning and innovative training, refresher and other activities, and actively introduce outside social professionals or double-qualified talents.

C. *Actively build a practical platform for training applied skilled talents.*

We should actively carry out the construction of practical teaching bases in schools, establish a new mode which is conducive to cultivating technical application ability and solving practical problems comprehensively by applying the theoretical knowledge we have learnt, and try our best to conform to the front line of production, construction, management and service, so as to form a real or simulated professional environment. We should also attach importance to the construction of off-campus practical teaching bases. In accordance with the principle of reciprocity and mutual benefit, we should strive for close cooperation with relevant enterprises, institutions and trade associations as far as possible, and

establish a platform and mechanism for resource sharing and win-win cooperation. To realize the "four modernizations" of teaching, that is, situational learning atmosphere, task-based teaching content, production of students' homework and marketization of teaching evaluation, will enable students to get exercise in the actual environment, and make the off-campus practical teaching base receive real results. At the same time, colleges and universities can also strengthen cooperation with some well-known enterprises, so that enterprises can become training bases for innovative entrepreneurship students, which can not only effectively use social resources, reduce the cost of expenditure in Colleges and universities, but also effectively enable students to adapt to the development of society, and carry out reasonable innovative entrepreneurship training [6]. For example, some construction colleges and universities can invite project managers, constructors and designers of well-known enterprises to come to school to explain relevant knowledge for students, and constantly improve students' innovation and entrepreneurship skills.

D. Establishing School-Enterprise Cooperative Teaching Team

On the one hand, we should aim at the core professional courses, according to the target orientation of training applied talents, invite industry experts with rich theoretical level to participate in the teaching of the core professional courses, and form a school-enterprise cooperative teaching team composed of "school lecturers + enterprise engineers"; on the other hand, we should strengthen the application-oriented teaching team. Professional construction, according to the change of talent demand in industry development, both schools and enterprises have carefully designed and jointly developed a number of practical courses and characteristic courses that closely follow the industry development frontier and meet the industry development needs, forming a team of teachers with rich theoretical level and practical ability from the front line of government and enterprises. In the teaching process of innovation and entrepreneurship in Colleges and universities, teachers play a vital role. Therefore, colleges and universities should strengthen the teaching force of innovation and entrepreneurship. As teachers of innovation and entrepreneurship, they should not only have professional theoretical knowledge, but also have strong practical experience, so that high-quality teachers can be effectively trained. Excellent innovative entrepreneurs. In order not to derail students from society, colleges and universities can invite some successful persons with innovative and entrepreneurial experience to give lectures to students to stimulate students' interest in innovative and entrepreneurial learning. In order to keep pace with the times, teachers in Colleges and universities can regularly organize teachers to go to relevant enterprises to carry out the lectures. To improve teachers' practical teaching level by learning. At the same time, in order to enable students to receive high-quality teaching content, colleges and universities can also employ some successful innovative entrepreneurs or related experts as teaching aids. They can not only teach students about innovative entrepreneurship, but also provide students with practical opportunities for innovative entrepreneurship. In order to satisfy the individualized cultivation of students, colleges

and universities can establish a platform for timely communication between students and teachers, so that teachers can timely give guidance to students' ideas, thereby improving the success rate of innovation and entrepreneurship.

E. Promoting students' learning in the form of competitions and promoting knowledge application and innovative application by projects

Promoting students' learning in the form of competition is a more effective way to promote students' application ability. Because the completion of the event usually requires the full use of the course knowledge. Moreover, it often needs the deep-seated cross-cutting and comprehensive application of multi-disciplinary and multi-domain knowledge. In the process of students participating in the competition, on the one hand, they can review what they have learned, on the other hand, they can find the lack of what they have learned, and at the same time, they can discover the frontiers and trends in their professional fields. Through this practice, this form can also help students choose the direction of future employment and entrepreneurship. Colleges and universities can cooperate with other colleges and universities, organize relevant innovation and entrepreneurship contests, set relevant awards, and constantly stimulate students' participation, so that students can realize the application of knowledge and innovation in the process of competition.

IV. CONCLUSION

In recent years, China's economy has developed rapidly. This is inseparable from the concept of "mass entrepreneurship and innovation" put forward by Premier Li Keqiang. Under the background of mass entrepreneurship, strengthening the training of applied talents can have a great positive impact on China's economy. Under the background of innovation and entrepreneurship, the training of applied talents not only conforms to the national strategic plan for educational development, but also meets the needs of professional construction and personnel training in applied universities. Only in this way can we meet the needs of social and economic development. We should aim at the needs of enterprises, set specific objectives for professional training, and explore and constantly improve personnel training programs. Under the background of innovation and entrepreneurship, training innovative and entrepreneurship talents needs many efforts, including schools, governments, society, enterprises and so on. With the continuous development of China's economy, the demand for Applied Talents in the market is increasing. In order to enable applied talents to meet the needs of society, application-oriented colleges and universities in China should constantly strengthen the teaching of innovation and entrepreneurship, and strive to cultivate the applied talents needed by society. But this kind of training plan is a long-term project, and it needs to be summarized constantly. We should constantly try and adjust through self-assessment and social assessment to improve this concept.

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