

Create an Online and Offline Practice Platform to Establish a New Model of Innovation and Entrepreneurship Education

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Abstract—The cultivation of college students' innovative and entrepreneurial abilities is the core goal of colleges and universities in cultivating applied innovation and entrepreneurial talents. The lack of talents for innovation and entrepreneurship is not only the core issue that China faces in implementing the strategy to strengthen the nation through talents, but also a difficult problem for China to change its economic development mode. In recent years, the problem of employment for university graduates has been severe. Every year, a large number of graduates make many job markets saturated, and innovation and entrepreneurship are in short supply. Therefore, current colleges and universities take the construction of online and offline platforms for college students' innovation and entrepreneurship as the focus of the cultivation of applied innovative talents. Their purpose is to reverse the consciousness of college students, strengthen the concept of innovation and entrepreneurship, and strive to enable college students to actively develop knowledge and skills in the premise of Innovation and entrepreneurship practices highlight their value in the overall service and achieve their ideals.

Keywords—Online and offline, Practice platform, Innovation and entrepreneurship education

I. INTRODUCTION

Innovation and entrepreneurship are considered by many countries as the basic driving force for the country's advancement, and innovation and entrepreneurship education is increasingly becoming the trend of college education reform. The innovation and entrepreneurship education in colleges aims at cultivating college students' innovative spirit and entrepreneurial ability. It is an education model to improve the overall quality of talents. With the development of a knowledge-based economy and society and the need for building an innovative country, colleges and universities should rely on their own disciplines and professional advantages and conditions to build an online and offline practice platform for innovation and entrepreneurship to create innovative ideas for university students, foster innovation and entrepreneurship, and create innovations. Good atmosphere for entrepreneurial activities. This paper analyzes the problems in the cultivation of talents for innovation and entrepreneurship in colleges and universities, and puts forward the basic ideas for the construction of online and offline practice platforms, and elaborates the main contents of constructing an online and offline innovation and entrepreneurship practice platform. From the aspects of online and offline innovation and entrepreneurial ideas, cultural atmosphere, business parks, information platform construction, practical curriculum systems, and evaluation and evaluation mechanisms, we will continue to explore and improve undergraduates online and offline innovation and entrepreneurship platforms to effectively serve and support college students in innovation and entrepreneurship.

II. CONNOTATION AND SIGNIFICANCE OF CULTIVATING COLLEGE STUDENTS' INNOVATION AND ENTREPRENEURIAL ABILITY ONLINE AND OFFLINE PLATFORM

The so-called "online and offline platform" for cultivating college students' innovation and entrepreneurial abilities refers to the sum of a series of on-line and offline feature education models and related activities that major universities and colleges have created to meet the needs of college students for innovation and entrepreneurship and effectively meet the needs of students' innovation and entrepreneurship training. . It includes the adoption of certain new educational models and the participation of a series of activities. It also includes a series of communication channels and the establishment of safeguard measures. It strives to establish a comprehensive and multi-level education system for undergraduates' innovation and entrepreneurship capabilities in order to achieve innovation and entrepreneurship for college students. Ability to train effectively. Under the background of popular entrepreneurship and innovation, colleges and universities are making great efforts to build this characteristic platform, which is of great significance to improving college students' ability to innovate and improve the employment environment.

1. From the perspective of practical application of knowledge and skills, the improvement of college students' ability to innovate and innovate is effectively translating what they have learned into social effectiveness. This is a fundamental manifestation of the university's task of cultivating and delivering innovative talents for society. Education is to screen for the realization of social harmony; it advocates moral education through schools to socialize individuals and become a social person. From this perspective, colleges and universities should cultivate and deliver useful talents for the society, so that the knowledge resources held by colleges and universities can be used by society through the training and delivery of talents in order to promote social progress and development. Therefore, the improvement of college students' ability to innovate and entrepreneurship and the diffusion and diffusion of knowledge to society is a manifestation of the effective application of knowledge and skills.

2. From the aspect of personal value practice, the improvement of college students' ability to innovate and start their own businesses is a way to broaden graduation employment. The purpose of many college students to go to college is to learn scientific and cultural knowledge and find an ideal job. In the face of social reality, the ideal goal is sometimes out of reach. At present, the choices for college students after graduation mainly include the following aspects. The first is to postpone their employment time through the way of further study, that is, postgraduate study, while acquiring more knowledge and skills, and obtaining higher degrees to increase their employment capital; Second, entering government agencies or institutions through examination of civil servants, etc., to obtain a long-term and stable work; the third is through the recruitment in the talent market, to obtain a more satisfactory job related companies; Finally, only a very small part of people will consider their own business. The first three are often faced with greater competitive pressures. From the current situation, choosing a startup is also an ideal choice for realizing the individual value of college students and obtaining a relatively satisfactory job.

3. From the perspective of solving social employment problems, cultivating college students' innovative and entrepreneurial abilities and guiding and encouraging college students to start their own businesses can not only solve their own employment problems, but also create new jobs for the society and ease the pressure on employment in the country. At the same time, undergraduates have the ability to innovate, can actively expand their thinking, optimize the market structure, supplement the market position of the vacant market, and play a vital role in emerging areas, especially in the fields of technology and services. Facts have proved that young entrepreneurs often create a large number of legendary companies and rise a generation of business empire.

III. PROBLEMS EXISTING IN COLLEGE STUDENTS' INNOVATION AND ENTREPRENEURSHIP EDUCATION

A. *Not enough Attention, Concept Lags Behind.*

At present, there are many colleges and universities in the initial stage of innovation and entrepreneurship education, especially local colleges and universities, mainly embodies the lack of attention to innovation and entrepreneurship education, education philosophy lags behind. We did not regard innovation and entrepreneurship education as the core part of quality education. We did not target innovation and entrepreneurship education to all students, did not combine innovation and entrepreneurship education with professional education, did not permeate innovation and entrepreneurship education throughout the entire process of personnel training, and did not put innovation and entrepreneurship into practice. Education is reflected in the entire career of students and does not establish the status of innovation and entrepreneurship education throughout higher education.

B. *The Lack of Mode, the System is Incomplete.*

At present, innovation and entrepreneurship education is characterized by diversification, reflecting the current pattern of innovation and entrepreneurship education in Chinese universities in varying degrees. Local colleges and universities will easily find themselves in an embarrassing situation where they are not at a high level. They do not know whether their innovation and entrepreneurship education is based on quality education, professional education, or employment guidance, and thus cannot form their own education model. Many local colleges and universities believe that college students' innovation and entrepreneurship education is only part of college students' employment guidance. Even if they do, they don't even offer college students innovative entrepreneurship education courses. Even if they do, they have disorderly curriculum arrangements, are independent of one another, and do not have a unified innovation and entrepreneurship curriculum system.

C. *Lack of Teachers, a Single Teaching Method.*

The lack of teachers for innovation and entrepreneurship education is a common problem in Chinese universities. Local colleges and universities are even more prominent. Mainly reflected in the following two aspects, on the one hand the lack of professional theoretical knowledge of innovation and entrepreneurship, on the other hand is the lack of practical experience in innovation and entrepreneurship. In many local colleges and universities, due to the constraints of various conditions, the teachers who provide innovation and entrepreneurship education to students are teachers of other disciplines, faculty members of faculty, and administrative staff of institutions, and lack practical research on innovation and entrepreneurship education, and sometimes they also deal with schools. The task of teaching a single way of teaching is inevitable.

D. *Lack of Platform, Practice Out of Touch.*

The online and offline innovation and entrepreneurship practice platform is to allow college students to apply the knowledge of innovation and entrepreneurship theory learned in the classroom to practice. It is also one of the important ways to cultivate college students' innovation and entrepreneurship capabilities and awareness. In many local colleges, due to the degree of attention and their own limitations, they have not established innovative entrepreneurship management service centers for college students, innovation and entrepreneurship training practice platforms, and entrepreneurial incubator bases for college students, etc., and it is impossible to truly integrate education and practice. It is also an indisputable obstacle to local colleges and universities in innovation and entrepreneurship education.

IV. THE BASIC IDEA OF CONSTRUCTING THE INNOVATION AND ENTREPRENEURSHIP PLATFORM OF COLLEGES AND UNIVERSITIES ONLINE AND OFFLINE

A. *Promote the Connotation Construction of Innovation and Entrepreneurship Practice Bases.*

Innovation and entrepreneurship are the soul of a nation. Only through continuous innovation and entrepreneurship can universities demonstrate their characteristics and cultivate highly skilled and talented professionals. Colleges and universities

need to shift from scale expansion to content development. They must use innovative and entrepreneurial practice bases as the starting point, build a cultural atmosphere for independent innovation and entrepreneurship, and do a good job in the innovation and entrepreneurship curriculum system design, conduct in-depth innovation and entrepreneurship training, and encourage students to participate in competition projects and societies. Activities, project development and other activities will promote the transformation of achievements in college students' innovation and entrepreneurship projects.

B. Strengthen the Confidence of College Students in Innovation and Entrepreneurship.

At present, many universities have responded to the government's call to start the construction of college students' entrepreneurial science parks or entrepreneurial streets, and established certain venture capital funds. However, they have not done enough for the undergraduates' entrepreneurial philosophy education and innovation and entrepreneurship training. Colleges and universities need to further help college students strengthen their sense of entrepreneurship and give them the opportunity to conduct entrepreneurial simulation experiences.

C. Promote the Functional Integration and Business Expansion of the Innovation and Entrepreneurship Base.

The construction and operation of an innovation and entrepreneurship science park or a pioneering street requires the common concern and support of the government, the school, and the society. Colleges and universities should proceed from reality and arrange for experienced innovation and entrepreneurship education teachers to provide guidance to the innovation and entrepreneurship park and a street. Carry out entrepreneurial consultation and legal aid, improve the effectiveness of the innovation and entrepreneurship base project incubation, continuously integrate technical support and business support among various projects within the innovation and entrepreneurship base, create a good cultural environment for innovation and entrepreneurship bases, and enhance the social influence of the base. Promote the coordinated development and business development of innovation and entrepreneurship bases.

V. ONLINE AND OFFLINE PRACTICE PLATFORM TO EXPLORE THE MODE OF INNOVATION AND ENTREPRENEURSHIP

A. Improve the Innovation and Entrepreneurship Education System.

The innovation and entrepreneurial practice platform for undergraduates should combine the characteristics of online and offline models and improve the innovation and entrepreneurship education system in all directions. In terms of personnel training mode, colleges and universities can use the guidance of innovation and entrepreneurship of the education sector, combine the characteristics of the school itself and the advantages of disciplines and resources to clearly define innovation and entrepreneurship education goals, and formulate a talent cultivation model in close connection with socio-economic development; in terms of curriculum system, based on innovation Entrepreneurial characteristics, oriented to social needs, establishing a multi-level and all-round innovation and entrepreneurship curriculum system, and in particular, it can join some general elective management management decision-making courses, improve the curriculum system in the practical teaching system, should focus on training students to analyze and solve the actual Problem abilities and hands-on skills guide students to improve their practical ability to translate ideas into products. Strengthen the school-enterprise cooperation and practice training bases, laboratories and other aspects of building, will college students online and offline innovation and entrepreneurship practice links closely with business needs, and then improve the ability of college students to innovate and entrepreneurship.

B. Build a Platform for Innovation and Entrepreneurship Practice.

The practice platforms for undergraduates' innovation and entrepreneurship under the online and offline models should mainly include three platforms: basic conditions guarantee platform, innovation and entrepreneurship education guidance platform and innovation and entrepreneurship service platform. The main body involved in the innovation and entrepreneurship practice platform consists of the government, universities, employers, research institutions, university students and other organizations. Among them, college students are the main players and actual beneficiaries of the platform, and other subjects should focus on the subject of college students. Therefore, in the process of building the platform, we need to sort out the relationships between the various subjects. Based on the use of professional subject knowledge of college students, we should give full play to the college students' sense of innovation and innovative thinking, and provide a strong guarantee for the development of college students' innovation and entrepreneurship activities.

C. Strengthen the Quality Evaluation of Innovation and Entrepreneurship.

The establishment of an online and offline innovation and entrepreneurial quality evaluation system can not only establish and improve the innovation and entrepreneurship education and teaching system, but also can effectively supervise and control the problems encountered in the implementation of innovation and entrepreneurship education, and can also feedback innovative entrepreneurial education achievements. Through the results of innovation and entrepreneurship quality assessment, problems emerging in the online and offline innovation and entrepreneurship practice platform construction can be discovered in a timely manner, and problems arising during the construction process can be guided and corrected. This can play an active role in college students' online and offline innovation and entrepreneurship practice platform construction.

VI. CONCLUSION

In summary, the implementation of the basic tasks of Lideshuren and effectively nurturing the innovation spirit, entrepreneurial awareness, and innovation and entrepreneurship of college students are the starting point and end-result of college innovation and entrepreneurship work. The construction of college students online and offline innovation and

entrepreneurship practical teaching platform The improvement of college students' ability to practice innovation and entrepreneurship has an important role in promoting. To integrate online and offline innovation and entrepreneurship education into the talent cultivation system and reform teaching content and teaching methods, it is necessary to support innovative courses and activities in universities, enterprises, and society to strengthen practice. In this way, on the one hand it is beneficial to college graduates to work as soon as possible after graduation to achieve their own value of life and the pursuit of ideals, on the other hand also to a certain extent to solve the problem of social demand for innovative talents, for the society to transport a large number of high-quality applied innovative talents.

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