

Countermeasures for College Students' Innovation and Entrepreneurship Education from a Philosophical Perspective

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Abstract—In the philosophical sense, the fundamental purpose of college students' innovation and entrepreneurship education is to enhance creativity and lead students to learn to feel life and experience life, and then to achieve the purpose of cultivating students' entrepreneurial ability. At present, the innovation and entrepreneurship education of college students in China shows a relatively good development trend, but there are also many problems that cannot be ignored. Colleges and universities should focus on the strategic height of building an innovative country, tap the new value of innovation and entrepreneurship education; base on the pursuit of high-level employment education, form a new pattern of entrepreneurship-driven employment; profound understanding of the arduousness of innovation and entrepreneurship education, and improve the joint structure security and evaluation system. Through the above measures, we will guide the university students to invest their wisdom in innovation and entrepreneurship, and cultivate more innovative talents for the country.

Keywords—*philosophy, college students, entrepreneurship education, countermeasures*

I. INTRODUCTION

In recent years, along with the reform and development of China's basic education, there have been many new ideas that reflect the "new ideas" of education, such as "teachers are dominant, students are the mainstay", "There are no students who can't learn, only the teacher who does not teach", "Children's learning is the construction of children's own experience" and so on. It is not difficult to find out from the perspectives and positions of the analysis of educational philosophy. Such statements lack academic grounds and cannot withstand scrutiny. The phrase "teacher is the leader and the student is the subject" not only violates the basic requirements of the same law in logic, but also has serious errors in philosophy, teaching theory, grammar, etc. "There are no students who can't learn, only teachers who can't teach" can't withstand the rational examination of philosophy and educational philosophy, and can't withstand the torture of facts. From the perspective of educational history, it is nothing more than a modern version of the "educational omnipotence". "Children's learning is the construction of children's own experience" is to ignore the essential characteristics of school education, and is the "resurrection" of Dewey's "learning in doing" teaching principles. These ignorance of theoretical knowledge and the violation of the basic laws of school education have led to a serious decline in the quality of basic education in China, which is worthy of vigilance. Therefore, the author stands on the perspective and position of analyzing the philosophy of education, and chooses the necessary "clear thinking" of some so-called new educational propositions and "new ideas" for chaos, in order to achieve "for positive viewing", corrective correction purposes.

II. A RETROSPECT OF THE RETURN OF HIGHER EDUCATION FROM THE EDGE OF SOCIAL PRODUCTION TO THE CENTER OF SOCIAL PRODUCTION

Education originated from the practice of labor, and there has been education since the beginning of its own creation. According to historical records, there are fixed school buildings and specialized teachers. The organized and planned school education was born earlier in the ancient Egyptian and two-river kingdoms of the Babylonian Kingdom. Social division of labor has made school education an independent industry separate from production. Many of the experience of human production labor and social life have been systematically and abstracted by words, forming different categories of knowledge, such as astronomy, geography, mathematics, medicine, etc. People's mastery of some knowledge is not suitable for the production of labor practices, and objectively requires special school education to impart this knowledge.

The increasingly close cooperation between education and production objectively reflects that the most scarce resources for the development of social production in the post-industrial era in the industrial age are not land, capital, but talents that have been applied to. Since the second industrial revolution in the late 19th century, the United States has become the world's science and technology center. In the 20th century, the third industrial revolution was unveiled to re-hold the status of the world science and technology center, and it has also become the world's higher education center. The longer the period of prosperity of a country's higher education, the longer the cycle of science and technology booming, the high degree of transfer between the world's higher education centers and the transfer of world science centers (Ben David, 1971). In 1962, Japanese science historian Tang Shuoguang predicted: A country's "prosperous period of science" is about 80 years. However, the legend of America in the past century has subverted this Tang's conclusion. The reason is that Americans use the concept of

entrepreneurial education to solve the key problem of the development of entrepreneurial economy with speed-winning--the sustainable regeneration of innovative entrepreneurial talent capital.

III. THE BASIC STATUS QUO OF COLLEGE STUDENTS' ENTREPRENEURSHIP EDUCATION

At present, the innovation and entrepreneurship education for college students has become the focus of modern education. In addition to training high-quality and high-capacity social talents, schools must also cultivate social talents with pioneering ability. However, for a long time, the development of entrepreneurial education for college students in China has been very slow, and the education of college students has not achieved remarkable results. In recent years, under the requirements of relevant state departments, major universities have re-emphasized college students' entrepreneurial education, and their educational status has also been increasingly improved. The cultivation of innovative and entrepreneurial talents has become the main educational goal of major universities. The educational programs related to college students' entrepreneurship are also becoming more and more perfect. Especially after the introduction of the development of innovation and entrepreneurship education, it showed a relatively good development trend. However, there are still many unavoidable shortcomings in college students' entrepreneurial education, which are mainly reflected in the following aspects.

(1) People's understanding of the nature and concept of entrepreneurship education is rather vague, and it is not clear enough to divide educational goals and educational levels. (2) The lack of practice in college students' entrepreneurial education has seriously affected the entrepreneurial ability of college students. (3) Many colleges and universities are not systematic enough in entrepreneurship education. The forms of education, educational content and teachers are still scarce, and it is impossible to promote the substantive development of college students' entrepreneurship. (4) There is no specific implementation method for the model of entrepreneurship education, and the entrepreneurship education model is not mature. From these aspects, there are still many problems in China's entrepreneurship education, and further improvement is needed. It is necessary to deeply analyze the reasons for the low success rate of college students' entrepreneurship and promote the sustainable development of entrepreneurship education in essence.

From these four aspects, China's innovation and entrepreneurship education must have breakthrough effects. It is necessary to look at the current theory and practice of college students' innovation and entrepreneurship education from a critical perspective, starting from a deep understanding of the true connotation of innovation and entrepreneurship education. A more dialectical and rational philosophical thinking on college students' innovation and entrepreneurship education, thus effectively promoting the breakthrough progress of college students' innovation and entrepreneurship education.

IV. THE DEVELOPMENT OF COLLEGE STUDENTS' ENTREPRENEURIAL EDUCATION FROM THE PERSPECTIVE OF PHILOSOPHY

A. *Taking National Innovation as the Main Strategic Goal*

At present, in the process of carrying out entrepreneurial education for college students, many schools have a strong utilitarianism. For entrepreneurship, they are simply understood as a substantive activity level such as "founding a company" and "making wealth". When guiding college students to carry out entrepreneurship education, they only guide college students to run companies, run enterprises, etc., or train college students' entrepreneurial skills to enhance their market competitiveness. The government's expectations for college students' entrepreneurship education are too high. It is hoped that college students' entrepreneurship education can promote the development of the national economy and ease the employment pressure of society. In fact, the main purpose of college students' entrepreneurial education is to cultivate the comprehensive ability and innovative ability of college students. It can enable college students to innovate in the cultural, economic and political fields and find new space suitable for their own development. Its connotation is very rich. It is not just a simple guide to college students to start a business.

In essence, college students' entrepreneurial education is to cultivate college students' innovative ability and creative ability, rather than simply training college students' entrepreneurial skills. Therefore, in the understanding of college students' entrepreneurial education, it is necessary to establish correct concepts and correctly recognize the essential meaning of college students' entrepreneurial education. For a nation, innovation ability and creative spirit are a valuable asset. College students' entrepreneurship education is an educational activity to cultivate people's entrepreneurial comprehensive ability and entrepreneurial personality. The main purpose is to cultivate college students' innovative ability. At the same time, only one nation's overall innovation ability can be enhanced, which will enhance the national innovation. Therefore, for college students' entrepreneurial education, it is necessary to look at it in a strategic way. The entrepreneurial education of college students is regarded as the main way to improve the ability of national innovation, thoroughly and intensively carry out reform education, actively promote entrepreneurial education for college students, and establish a systematic and perfect system. Promote the spirit of reform and innovation, establish a sound entrepreneurial talent protection system and reward system, so that people in the whole society can respect entrepreneurial talents. Only by carrying out the entrepreneurship education of college students seriously and effectively can we contribute to the modern development of our country.

B. Based on the pursuit of high-level employment education, a new pattern of entrepreneurship-driven employment will be formed

College students' innovation and entrepreneurship education is proposed to alleviate the employment pressure of college students. The original purpose of some universities to carry out innovation and entrepreneurship education is also because the employment situation is too severe. If the typical entrepreneurial practice of guiding college students to run a company and establish a company is the focus of entrepreneurship education, under the constraints of social relations, professional factors and financial factors, most college students cannot meet the requirements of entrepreneurship education. In other words, it is obviously impossible to cultivate college students into entrepreneurs through the innovation and entrepreneurship education of college students. We must clearly understand that although entrepreneurship belongs to the business category, it cannot be simply assumed that business conduct and entrepreneurship are equivalent.

Entrepreneurship represents the ability and spirit of a person, the transformation of the ability to innovate, and the process of creating value for things. It belongs to the philosophical category in addition to the business category. There is a very rich and profound connotation for the innovation and entrepreneurship education of college students. It is only one of the contents to start a company and engage in commercial business activities. In other words, entrepreneurship is an innovative job that can be either a new economic entity or a high-quality management or a high level of service. Therefore, the purpose of college students' innovation and entrepreneurship education should be to cultivate talents with innovative spirit and innovative ability, so that they have the ability and quality to run enterprises and start businesses, and can continuously innovate in work, study and life, and better adapt to the times, improving the employment level of college students in an all-round way.

C. Deeply Understand the Arduousness of Innovation and Entrepreneurship Education, and Work Together to Ensure a Sound Guarantee and Evaluation System

Entrepreneurship is a complex systematic project. It is a process in which a person discovers opportunities, integrates resources, and creates value by virtue of his own qualities and capabilities. It is precisely because of such complexity and arduousness that the innovation and entrepreneurship education for college students must form a systematic, scientific and perfect guarantee and evaluation system, and ensure the cooperation through the concerted efforts and direct support of the government, universities, and society, ensuring its smooth development and long-term implementation

In the innovation and entrepreneurship education of college students, the government should play the role of a good guide, and introduce innovative and entrepreneurial support and incentive policies for college students, such as simplifying the procedures for examination and approval of enterprises, tax reduction and exemption, etc., increasing the investment in innovation and entrepreneurship education and the financial support for college students' entrepreneurship. At the same time, relevant government departments should assume the responsibility of supervising, guiding and assessing the situation of innovation and entrepreneurship education in colleges and universities, ensuring that they develop healthily on the right track and achieve the effect of promoting construction by evaluation.

Colleges and universities should play the role of a good implementer, strengthen the system and mechanism construction, and ensure the normalization of college students' innovation and entrepreneurship education. Firstly, fully realize the era value and far-reaching significance of carrying out innovation and entrepreneurship education for college students, transform educational concepts, and strengthen investment in personnel, venues and funds. Secondly, form a good atmosphere for innovation and entrepreneurship on campus, and carry out extensive simulation practice and entrepreneurship. The second classroom activities such as forums and entrepreneurial competitions will increase the experience of college students' innovation and entrepreneurship, and guide college students to put individuality and entrepreneurship and professional skills on the same value. The third is to carry out research on innovation and entrepreneurship of college students. Different professional and different grades of students formulate innovative teaching plans for innovation and entrepreneurship, and promote implementation. Fourthly, strengthen the construction of teaching staff, hire any batch of teachers with both theoretical and practical skills to engage in teaching, and hire successful entrepreneurs to personally guide students' entrepreneurial practice.

V. SUMMARY

To sum up, college students' entrepreneurial education should take college students as the object of education. Undergraduate education through higher education is more malleable and easy to accept new ideas and new ideas. The innovation and entrepreneurship education for college students is a strategic and important measure to serve the construction of an innovative country. It is not only an important way to deepen the reform of higher education, but also to cultivate college students' innovative spirit and entrepreneurial ability. It is also an effective measure to alleviate the employment pressure of college students. Colleges and universities should actively assume the historical responsibility, accurately grasp the true connotation of college students' innovation and entrepreneurship education, and effectively promote college students' innovation and entrepreneurship education with a high sense of responsibility and mission.

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