Research on the Practice Route of Innovation Entrepreneurship Education in Applied Technology Colleges and Universities

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Abstract. With the rapid development of social economy, the demand of talents is changing constantly and the talent output of colleges and universities can’t meet the supply of social talents. The difficulties of college students' employment and the lack of innovative and entrepreneurial talents have become the focus of the public attention. Establish the practice route and mechanism of innovation entrepreneurship education science in colleges and universities, explore and implement innovation entrepreneurship education route that will be in line with the characteristics of higher education in China. These are all with important theoretical value and practical significance.

1. Problems of Innovation Entrepreneurship Education

Innovation entrepreneurship education in China is still in the embryonic stage. Generally speaking, the reason why the universities and government departments attach importance to innovation entrepreneurship education is that it will ease the employment pressure of college students. On the other hand, this did not improve the innovation entrepreneurship education to a sufficient strategic level and did not make it the main driving force for economic development of China. The innovation of entrepreneurship education in colleges and universities is mainly based on knowledge transfer, lacking the social practice opportunities and development space. There are many deficiencies of innovation entrepreneurship education activities, and mainly in the following areas:

1.1 Derailment of Entrepreneurship Education and the Discipline of Professional Education in Various Subjects

At present, innovative and entrepreneurship education will be as a supplement to the education system in China's colleges and universities. And innovative and entrepreneurship education did not really form a systematic education system and derail from disciplines of professional education. The innovation of entrepreneurship education is fragmented, lacking directivity and systematic, making innovation entrepreneurship education lose the strong support of disciplines. Innovation entrepreneurship education is now only carried out by the enthusiasm of students, so it is not widely affected and mainly limited to some students with the high enthusiasm. Therefore, the final results achieved unsatisfactory.

1.2 The Importance onto Innovation Entrepreneurship Education is not Enough

The innovation of entrepreneurship education in many colleges and universities is only floating on the surface, and does not cause enough attention, which makes most students lose enthusiasm to innovative and entrepreneurship education by various restrictions. The awareness of students' innovation entrepreneurship is not enough, so that the students can’t choose proper innovation entrepreneurship learning and practice according to their own characteristics. In this way, the anticipation and recognition of innovation entrepreneurship in school is difficult to achieve, and ultimately leads to innovation entrepreneurship into a bubble.
1.3 Social System and Teaching Research System is not Perfect

In China, the innovation entrepreneurship education started from the university, but it began to innovation entrepreneurship education from primary education abroad and gradually the students will form the appropriate skills. Then after these students entering the university, they will have a clear goal and direction to carry out targeted innovation entrepreneurship education. So it is of importance that more social attention will be given and the concept will be changed, so as to trigger a real innovation entrepreneurship revolution.

2. The Bottleneck in the Development of Innovative Entrepreneurship Education

2.1 Innovation Entrepreneurship Education is of Low Recognition

At present, innovation entrepreneurship education in some colleges and universities only make a small part students benefit, which didn’t result in an atmosphere of innovation entrepreneurship education among college students. The undergraduate institutions, such as "innovation laboratory", "entrepreneurial association" and "college students’ business incubator" are the institutions that only small number of outstanding students can join. On the other hand, most students have been far away from the entrepreneurial spirit due to various limiting conditions and gradually formed a small environment.

The innovation entrepreneurship education is not rational. Under the premise of shapeless business policy and environment, the innovation entrepreneurship education is simply to encourage graduates to create a business when they leave the school. However the vast majority of college students are with lacking social experience, weak management capacity, limited interpersonal relationships, poor psychological tolerance and so on. Thus, such students with lacking comprehensive quality are hard to succeed when they start a business directly as soon as they leave the campus. It can be seen that the university innovation entrepreneurship education is not only the technical education for a small number of students with start-up enterprises or companies potential, but the comprehensive quality education for all students to develop the comprehensive development.

2.2 The Route of Innovating Entrepreneurship Education

There are no established innovative and entrepreneurial training objectives in China's colleges and universities, so that the curriculum of innovation entrepreneurship is not suited to the training of talents. As we all know, academic qualifications and knowledge are the main benchmark in China's employment education system. Innovation entrepreneurship education is not only the concept of education system, but also the practice of education. Innovation entrepreneurship education should not only understand the basic knowledge, but also need to apply innovative knowledge and skills to practice.

As the innovation entrepreneurship education is still in the embryonic stage of development in our country, teachers are relatively weak and the teacher's practical experience is still shallow. There is no systematic training of innovation entrepreneurship, and no professional teacher. As for the extracurricular practice activities, entrepreneurship lecture and entrepreneurship plan competition that lead by the student office and the Communist Youth League and other organizations are the main activities. The current teacher team of innovation entrepreneurship education is a temporary team with non-professional characteristics and they can only adapt to the emotional needs of innovative entrepreneurship education, but can’t achieve the rational realm of innovation entrepreneurship education that the system is mainly the knowledge.

3. The Implementation of Innovative Entrepreneurship Education in Colleges and Universities

3.1 Creating Innovative Characteristics of Entrepreneurship Courses

Innovative entrepreneurship education will be connected closely with professional teaching
throughout the professional teaching system, and they will complement each other. Innovative entrepreneurship education courses embed in the talent training program in application technical colleges and universities which will grasp the development of innovative business education context from the source. The independence of innovative and entrepreneurial courses makes it applicable to different disciplines of different disciplines. Combining with the actual situation of applied technology-based university education, the establishment of osmotic innovative entrepreneurship education system, that is, at the same time of the professional learning, entrepreneurial knowledge are added, understanding of business founder, basic skills of operation, this will more in line with the current stage of student awareness and social needs.

![Figure 1. Relationship between Curriculum System and Practice System.](image)

### 3.2 Constructing Professional Practice Teaching System

Professional practice teaching is the basis for students to carry out job simulation operation, and it is also guarantee for the students’ ability of innovate entrepreneurship. Construction of practical teaching system needs to be based on basic competency training, making the overall quality of training as the core, and the innovative spiritual education as the main line. In the professional practice teaching system, innovation entrepreneurship ability is the highest level of training and the ultimate goal. We can let the students master the professional practice skills through a semester; at the same time, the students can master the rich innovative entrepreneurial knowledge through innovation entrepreneurship training, through innovative entrepreneurship practice teaching and training and achieve the "dual energy" realm of professional ability and entrepreneurial ability.

### 3.3 Optimizing the Organizational Structure of Innovative Entrepreneurship Education

Scientific and reasonable organizational structure is the guarantee for the sustainable development of innovation entrepreneurship education in colleges and universities. At the school level, colleges and universities should set up a market cooperation with the market or innovation entrepreneurship management center, responsible for external communication and internal communication, leading the school's innovative business education. In the faculty level, the establishment of innovative business office, and the faculty of teaching work, student work office at the same level. At the student level, students at all levels will set up innovative entrepreneurship practice association. At the teacher level, the establishment of innovative entrepreneurship education teacher development center is responsible for the school "dual energy" teacher training.

### 3.4 Reforming Innovation Entrepreneurship Evaluation Standard System

Assessment results are the focus that students pay attention to, and it plays an important guiding role to students’ learning methods and learning content. Innovative entrepreneurship education in applied technology colleges and universities can not only stay in the spirit of encouraging level, it should be commencing on the issue that students more concerned. In the student evaluation system, innovative entrepreneurship evaluation standards should be built. It can encourage and guide students to self-study, improve students' independent thinking and problem-solving ability, and make the students actively carry out innovation entrepreneurship learning practice. Innovation entrepreneurship evaluation standards reform should focus on a comprehensive and scientific evaluation of the overall quality of students, strengthen practical ability, application ability and innovation ability assessment. The establishment of two-way, communication-type assessment of...
information feedback mechanism can improve teaching and learning. For example, on the quantitative evaluation of the results, the innovation entrepreneurship factors should be complemented and improved; a set of assessment system that fitting the innovative entrepreneurship training requirements and professional characteristics should be established through reform.

4. Optimization of Practical Route of Innovative Entrepreneurship Education in Applied Technology Universities

4.1 Correctly Understanding Innovative Entrepreneurship Education

For a long time, colleges and universities in our country focus on the research of passive employment talents training, and contempt for the cultivation of entrepreneurial talents. Furthermore, more emphasis is paid on the theoretical knowledge of passive learning and mastering, and the training and practice ability of college students to develop innovative are despised. In this way, the cultivated students are mostly high-handed and are not very popular even they employed. As applied technology-based colleges and universities, the talent market should be as a guide, and the talent training target should be positioning on the creation of a large number of innovative talents for the new century.

4.2 Constructing the Realization Mechanism of Innovative Entrepreneurship Education

The curriculum system that makes the innovative and entrepreneurial processes as the core should be built to carry out innovative entrepreneurship education. Its purpose is to cultivate a pioneering and adventurous talent. To promote the comprehensive and sustainable development of innovation entrepreneurship education in our country, we must first learn from the scientific innovation entrepreneurship education, promote the pace of the whole social entrepreneurial process, and build an innovative and innovative educational curriculum system with Chinese characteristics. In the specific curriculum, we should reduce the number of professional courses, broaden the basic courses, and strengthen general education, increase the corresponding number of comprehensive courses, set up various types of elective courses for students to choose, and to establish a relatively complete elective system and credit system at the same time. Furthermore, we should create convenient conditions for students to choose interdisciplinary, cross-disciplinary and cross-elective courses; strengthen the production, learning, research tripartite cooperation education vigorously, build educational practice training base and make a high quality practice platform for innovation entrepreneurship. At the same time, entrepreneurial competition activities should be held, and innovative experimental programs should be vigorously promoted to carry out virtual business activities, and strive to cultivate students’ entrepreneurial capacity, and further promote entrepreneurship education in depth.

4.3 Playing Synergies Effect between the Government and Society

The implementation and development of innovation entrepreneurship education can’t only rely on the strength of the university itself, but also need the full support of the whole society. In the use of market mechanisms, strengthen the government's responsibility at the same time. Under the financial policy support of government, make the applied technology-based colleges and universities play an important role in innovation entrepreneurship education through a variety of ways of operation. Rationalize the relationship between the government and the university, so that the two can combine together. At the same time, the autonomy of colleges and universities should be expanded and the macro-control functions and the government service functions towards higher education should be strengthened. We must truly establish a management system that is not only suitable for China's national conditions, but also promoting high education, sustained, rapid and healthy development.

4.4 Enhancing the Innovation Ability of College Students

The cultivation of college students’ innovation entrepreneurship ability is a systematic project. It not only needs the university to make great efforts to strengthen the innovation entrepreneurship
education, but also needs the local government to create a harmonious and innovative entrepreneurial environment, and also needs college students to carry forward their own perseverance, hard work spirit, and needs to play their subjective initiative. Innovation entrepreneurship will make extracurricular life become colorful, more dynamic. Participating in extracurricular innovation entrepreneurship practice is a "second class" that can cultivate and train students' innovative spirit and entrepreneurial ability and encourage students to actively participate in social entrepreneurship practice.

5. Conclusion

As a new educational concept and educational goals, innovation entrepreneurship education has not been fully aware. It needs us to sum up our existing practice seriously, promote innovation entrepreneurship education vigorously from the theory and practice, making it continues to improve. We should make our due contribution to the innovation entrepreneurship education in China. Today, the innovation has become the soul of the Chinese nation's progress and the entrepreneurship has become the solution to solve the most urgent problem in Chinese society. We put forward the route of innovation entrepreneurship education as the direction of China's higher education to explore in future and make the innovation entrepreneurship education in colleges and universities develop in-depth, and ultimately to serve the strategic objectives of building an innovative country.

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