Innovation Ability Oriented to Explore Innovation Entrepreneurship Education and Professional Education Practice in Local Colleges

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Abstract. The aim of local colleges is to train advanced applied talents in all walks of life. It is urgent to explore innovation entrepreneurship education based on innovation ability. Professional education practice in local colleges can form cooperative education community through deep cooperation with industry enterprises, which will make the combination of the school personnel training goal and the demand of industry be realized, and integrate resources and training environments effectively as well. The community is a platform to carry cooperative education project, rather than simple cooperative education projects. It will become firmer due to the stability of the industry enterprise, and form coordinated development due to the development of industry enterprises.

Introduction

The scholar Schumpeter first connected entrepreneurship with innovation, and the essence of entrepreneurship was defined as integration and new utilization of innovation or resource. Till 1985, Pinchott first mentioned the theory of entrepreneurship within existing enterprises in his book “Innovator and Enterprise Revolution”, which is called internal entrepreneurship theory now. This theory being put forward immediately caused the attention of so many scholars. The theory of entrepreneurship is gradually deepened and defined, namely intrapreneurship occurs in an existing mature enterprise.

In May 2010, the ministry of education issued “Suggestions on the promotion of innovation and entrepreneurship in higher schools and the work of college students on their own initiative”. This document pointed out, “Innovation and entrepreneurship education must face all students and fuse into the whole process of talent training”, which made it clear that all students must accept innovation and entrepreneurship education. In 2014, premier Li keqiang put forward the concept of “mass entrepreneurship and innovation” for the first time. In May 2015, the general office of the state council issued the document of “To deepen the implementation of education reform in higher education innovation and entrepreneurship”, which emphasized “face all” and “fusing into the talent training system”, which further clarified the whole team and the whole process of creative education. Innovation and entrepreneurship education includes entrepreneurial innovation spirit and innovation ability training. Spirit is the impetus to develop the ability, the close combination of both is the necessary premise to achieve innovation and entrepreneurship.

At present, the local colleges and universities are generally located in the cultivation of the local economic and social development services, with knowledge application as the main advanced application talents. The prominent defects lie in the talents training goal lacking of clear consciousness of students’ innovative entrepreneurial training. In most of the local colleges’ personnel training target system the innovation entrepreneurship education could not organically integrated into the professional education, which make innovation entrepreneurship separate from the professional education. The practical knowledge of teaching contents is emphasized but the innovation spirit and innovation consciousness are neglected. About teaching methods teachers generally lay particular stress on knowledge interpretation, neglecting students’ autonomous learning and independent thinking. There are two problems of innovation and entrepreneurship education curriculum resources. The first one is that innovation and entrepreneurship education
curricula and professional education courses are out of balance. The proportion of innovation and entrepreneurship education courses is very small. The other aspect is that innovation entrepreneurship are mainly distributed in the career planning and employment guidance, and the main courses are elective, or lecture courses. Most students participating in extracurricular activities are voluntary, the curriculum is arbitrary, so it is difficult to form a system of innovative entrepreneurship education curriculum system.

Huang Zhaoxin and other scholars suggested the university innovation and entrepreneurship education transformation was based on the position start-up. This transformation focuses on fusing the pioneering consciousness, entrepreneurial knowledge and experiencing the entrepreneurial process, which can make students master the knowledge and skills required to engage in future career. At the same time students should have certain innovation thinking, entrepreneurial spirit and entrepreneurial ability. In fact, entrepreneurship should not be narrowly fined as mere business practices or jobs, it is a kind of innovative thinking, a kind of reasoning and unique mode of action. The entrepreneurship education is not the expedient measure to solve the problem of employment of university graduates. The innovation oriented new mode of entrepreneurship education should make cultivate creative ability and innovative thinking of a new generation of interdisciplinary talents as the goal.

We should make seamless docking of applied undergraduate education and industry enterprises, from the perspective of collaborative development to explore countermeasures of the construction of local university professional group, clarify the development orientation, adhere to the principle of application and characteristic development, complete the top-level design, build professional group of docking area industry, and exert advantages of the professional function in the aspect of integration education.

**Promote Integration of Professional Education and Innovation and Entrepreneurship Education through Professional Group Building**

We should promote integration of innovation and entrepreneurship professional education through group building. The concept and basic theory of the professional group are derived from industrial clusters in economics, which is the specific application and deformation of industrial cluster theory in the field of education. Through the integration of professional resources, it is beneficial to form cluster advantage, practical teaching advantage, teaching staff advantage, professional characteristics and brand advantage, etc. Looked from the practice in the mid 1990s, the vocational colleges began to explore the professional group of construction, but the coordinated development of disciplines and professional groups of applied undergraduate colleges and other problems were still in the stage of exploration.

Being difficult to effectively integrate school resources and social resources, the construction of producing and teaching fusion professional group with industry institute model is able to solve the problem of disconnection between education and social needs, poor alignment of professional education and professional quality. It makes full use of the school, enterprise, education industry and other advantages in different teaching environments, teaching resources and talent cultivating, which make school education of classroom knowledge organic recombine with production, scientific research and practice of direct access to actual experience and practical ability. And the personnel training of producing and teaching fused with industry institute model can be realized through the way of cooperation in education. The student’s comprehensive quality cultivating can also be realized with the practice of ordering production, on the basis of imparting knowledge and training ability, targeted to strengthen skills training and EQ education. The development of our institute will be promoted and at the same time the development of local education industry will be driven by the growth of students, thus achieving a win-win situation.

Local undergraduate colleges and universities need to construct an industry-oriented for applied talents training model. Current industry background becomes the logic starting point of
reconstructing applied talent cultivating system, which requires the combination of local colleges and industry to deep and horizontal development. Constructing applied talents training mode in the industry, facing local, constructing talent cultivation system with specific industry, cooperative education as gripper, cultivating various talents for particular industry. The training mechanism of industry college model is a practical requirement for the cultivation of applied talents in newly-established universities. This model makes schools and industries relatively connected, and links also become organic, forming the cooperation “community” of schools, industries and enterprises, which extends the development space of the school.

In the construction of professional group, every profession should further analyse its own industry background, service orientation, and working program elements which are closely associated with the main professional post group. According to “taking the job group or industry as the main consideration”, which is a major principle, we should closely combine the existing industry enterprise requirements, main jobs, technology or service scope. We should choose to construct characteristic and advanced application technology, with strong radiation, good infrastructure condition specialty as the core. And we should integrate core profession and other professional personnel training objectives as a whole, to focus on professional development direction, clear positioning, realize core professional leading and comprehensive development, and eventually form a professional group of structure advantages.

**Key Issues to be Solved**

Deepening the cooperative education of producing, teaching and research, “talent joint training, employment joint sharing, and resource joint sharing” as the goal, we can set up open cooperative platform with the domestic enterprise, cooperate with foreign countries, and set up different forms of alliance, cooperative education center of talents cultivation, and make perfect coordination mechanism, to form perfect professional cluster.

**Design Scientific Curriculum System and Construct Professional Group**

In combination with the discipline professional knowledge structure and the talent market demanding, the curriculum concept of the original subject type should be changed, furthermore the scientific and reasonable course system should be designed and set up. There are many ways to choose and employ persons to participate in the course system and teaching content designing, which can really reflect the requirements of knowledge, ability and quality in jobs to applied undergraduate talent training course system. Furthermore we should establish and improve the flexible curriculum adjustment mechanism to establish the scientific talent training scheme to cultivate students’ innovative entrepreneurial ability.

**Innovate Teaching Method**

Heuristic, exploratory, discussing and participatory teaching should be advocated. Teacher post training and ability promotion should be strengthened so as to promote research and teaching interaction. The lab should be open to students and encourage students to participate in scientific research. Examination method should be reformed, and we can pay attention to the learning process and the student ability evaluation, to realize common development of students’ science foundation, practice ability and the humanities accomplishment.

**Improve the Mechanism of Educational Resource Sharing**

We should establish education platform with domestic departments, research institutes and industry enterprises to promote cooperative education, cooperative cultivating and mutual development. We will strengthen open cooperation with domestic universities to promote the mutual employment of teachers, exchange of students, mutual selection of courses, mutual
recognition of credits, mutual recognition of degrees, etc. We can implement famous overseas projects and science innovation plan, increase the proportion of foreign teachers hired, expand the scale of foreign students, do a good job in Chinese-foreign cooperation in running schools project, as well as teaching management personnel and backbone teachers training work overseas.

At the same time, we should ensure the innovation ability oriented entrepreneurship education to be continued and design from the top of the professional personnel training mode. According to the demands of the regional social and economic development and the needs of local colleges’ own development strategy, we should choose the right entrepreneurship education development mode to match colleges’ own ability, so that students in colleges through the core courses or elective courses can continue to develop their interest in entrepreneurship, to learn knowledge and skills related to the business, eventually make business become an important topic in the professional study, and become an important driving force in college students’ career development.

**Focus on Specialization and Application Orientation and Grasp the Advantages of Professional Cluster**

This is an inevitable choice of development strategy of our local university. The construction of professional group is an activity of resource integration with specialty construction as the core. How to do the top design and plan docking area industry chain to build professional group are our innovation practice. We should take key specialty as the core with the practice teaching as the platform, go the way of production, promote the construction of professional group, make the characteristics of subjects prominent, make use of the comprehensive advantages of professional group, enhance the intersection of disciplines development and symbiotic effect, and eventually promote the competitiveness of school education.

**Conclusion**

Entrepreneurship and innovation thinking and ability training should be mutually fused with professional education. To build a high level compound application talent training mechanism, college should create collaborative education of production. The talent training scheme should be according to industry research to develop a suitable mode for the professional training target, and will generalize a training goal of refinement to cultivate the ability of talent. According to the standard, college can reconstruct the course system through the course assessment, practice and graduation design evaluation.

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**References**


