

On the Problems and Countermeasures of Innovation and Entrepreneurship Education in Colleges

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Abstract. With the strong support of the state, the innovation and entrepreneurship education in Colleges and universities has achieved remarkable results. In the new era, high-quality innovation and entrepreneurship education is needed to truly achieve innovation leading. At present, there are some problems in the innovation and entrepreneurship education, such as inadequate understanding of innovation and entrepreneurship education, unreasonable curriculum system, insufficient teachers and poor practical platform. This paper mainly analyzes the problems in the innovation and entrepreneurship education in colleges and universities from the above aspects and puts forward the corresponding measures and countermeasures.

1. A Survey of Innovation and Entrepreneurship Education in Chinese Colleges

The 19th National Congress of the Communist Party of China, Xi Jinping pointed out that China should speed up the construction of an innovative country, and innovation as the first power to lead the economic development, is a strategic support for building a modern economic system. “Mass entrepreneurship, mass innovation” has become an important engine for the government and market to promote economic development, move to the middle and high-end level, and realize the upgrading of China's economic quality and efficiency. It is providing continuous power support for the country's prosperity, national rejuvenation and people's happiness. Innovation and entrepreneurship education aims to cultivate the innovation ability of college students, enable them to master basic entrepreneurship knowledge, improve entrepreneurship awareness, strengthen entrepreneurship thinking, enhance their innovation spirit, master basic methods and basic ways of entrepreneurship, cultivate the ability of independent entrepreneurship and self-development, so that college students are no longer passive job seekers, but active jobs creator.

Universities in developed countries have recognized the importance of innovation and entrepreneurship education in the early time. Since Harvard University opened its first entrepreneurship course in 1947, its innovation and entrepreneurship education system has become increasingly mature, showing obvious characteristics and guidance. It focuses on encouraging interdisciplinary and technology-based innovation and entrepreneurship education, close cooperated with enterprises, and gathering various resources to cultivate innovation and entrepreneurship talents in the university. The innovation and entrepreneurship education in Japanese Colleges and universities started in the 1960s. Relying on the collaborative innovation platform of production, learning and research, the innovation and entrepreneurship students were trained in a targeted way, and a unique theoretical research and teaching system of innovation and entrepreneurship education was established. Germany attaches great importance to encouraging college students to innovate and start their own businesses. Its universities have carried out innovation and entrepreneurship education for a long time, set up special innovation and entrepreneurship institutions, set up special innovation and entrepreneurship courses, organized innovation and innovation competitions, formed a “German model” of innovation and entrepreneurship education, spawned a number of innovation and entrepreneurship universities to lead the economic and social development.

China's innovation and entrepreneurship education started relatively late. In 1998, the Central Research Institute of Education Science first proposed the concept of “innovative education”, and promoted the research and practice of innovative education carried out by different levels of educational institutions. In the same year, Tsinghua University took the lead in carrying out entrepreneurship education, introducing the “Entrepreneurship Education System Curriculum” developed by the United Nations labor organization, launching the entrepreneurship plan competition, and carrying out beneficial exploration in entrepreneurship education. In 2002, the Ministry of Education designated nine universities as Pilot Universities of entrepreneurship education, marking that entrepreneurship education in China has entered the stage of government guidance from the stage of universities’ spontaneous exploration. In 2010, the Ministry of Education issued the opinions on vigorously promoting innovation and entrepreneurship education in Colleges and universities and developing college students’ independent entrepreneurship, formally putting forward the concept of “innovation and entrepreneurship education”. Ministry of Education emphasizes that innovation and entrepreneurship education is a teaching concept and mode to meet the needs of economic society and national development strategy. So far, innovation education and entrepreneurship education have achieved a high degree of unity, which has become an important content and development direction of higher education reform. Since the 18th National Congress of the Communist Party of China, the state attaches great importance to innovation and entrepreneurship education. In 2015, the State Council issued the Implementation Opinions on Deepening the Innovation and Entrepreneurship Education Reform in Colleges and Universities, emphasizing that “deepening the innovation and entrepreneurship reform in Colleges and universities as a breakthrough to promote the comprehensive reform of higher education”, “solving the outstanding problems existing in the innovation and entrepreneurship education in colleges and universities as the focus of deepening the innovation and entrepreneurship education reform in colleges and universities”, “Improve the system and mechanism of innovation and entrepreneurship education in colleges and universities as the support point of deepening the reform of innovation and entrepreneurship education in colleges and universities”. State will promote the popularization of innovation and entrepreneurship education in colleges and universities as a national long-term orientation. Under the background of the national in-depth implementation of innovation driven development strategy, colleges and universities in China have carried out innovation and entrepreneurship education reform, continuously promoted the deep integration of innovation and entrepreneurship education and professional education, revised personnel training standards, improved personnel training mechanism, built innovation and entrepreneurship platform carrier, strengthened innovation and entrepreneurship practice training, and built innovation and entrepreneurship security system. However, compared with the innovation and entrepreneurship education in foreign developed countries, there are still a series of problem in China, which seriously restricts the reform and development of innovation and entrepreneurship education. It is necessary to carefully sort out and analyze them, and put forward corresponding countermeasures and suggestions, so as to help Chinese colleges and universities improve innovation and entrepreneurship education achievement.

2. The Problems of Innovation and Entrepreneurship Education in China’s Colleges and Universities

2.1 Lack of Understanding about Concept “Innovation and Entrepreneurship Education”

The college and university needs have a scientific understanding and positioning about innovation and entrepreneurship education. At present, although the understanding of innovation and entrepreneurship education is gradually deepened, there are still some drawbacks that the understanding is not clear enough. The early innovation and entrepreneurship education belongs to “elite education”, which is only for a few college students. Under the national concept of “mass entrepreneurship and innovation”, innovation and entrepreneurship education has become “mass

education”. In this situation, any college student has the qualification to receive innovation and entrepreneurship education, equal access to innovation and entrepreneurship education opportunities, access to corresponding innovation and entrepreneurship education resources, etc.

In the past, it was mentioned that innovation and entrepreneurship education must be connected with entrepreneurship education to carry out entrepreneurship practice. Later, we gradually realized that innovation and entrepreneurship education does not really carry out entrepreneurship practice, but to cultivate the entrepreneurial ability of college students, so that they have the quality of entrepreneurs. Innovation and entrepreneurship education gradually separated from the employment education system and became an independent existence. The academic community began to build a disciplinary system of innovation and entrepreneurship education. The main disadvantage is to equate “innovation and entrepreneurship education” with “entrepreneurship education”, not realizing that innovation and entrepreneurship education is a whole concept, the premise of innovation and entrepreneurship education is innovation, and the premise of innovation is good creativity and good idea. At present, only a few scholars know this well. On the whole, we need to unify the ideological understanding and scientific positioning in the academic circles and the innovation and entrepreneurship education circles.

Some colleges and universities have not paid enough attention to the innovation and entrepreneurship education and practice of college students. They have not taken the innovation and entrepreneurship education as the basic project of building an innovation oriented country, training innovation and entrepreneurship talents, and implementing the comprehensive supporting reform of higher education. The understanding of the concept of innovation and entrepreneurship education only stays in the guidance of students' entrepreneurship as a means to improve the graduate employment rate, which has an obvious utilitarian value orientation. The concept of innovation and entrepreneurship education has not been integrated with the whole education system of colleges and universities. In the process of implementing innovation and entrepreneurship education courses, even if innovation and entrepreneurship education is carried out, it is only limited to a brief introduction in the employment guidance class opened before students graduate, without in-depth research and layout, resulting in innovation and entrepreneurship education in a mere formality. At present, some teachers and managers have different understanding of innovation and entrepreneurship education, there is a blind area. According to the survey, some people think that the innovation and entrepreneurship education should not be combined with the major. It is an independent system, which cannot be combined with the current teaching system of major setting in colleges and universities. Others think that the achievement measurement standard of innovation and entrepreneurship education in colleges and universities is the start-up rate of student companies. It is precisely because of these cognitive biases that college teachers or administrators cannot correctly understand the essence of innovation and entrepreneurship education in colleges and universities. Innovation and entrepreneurship education is a positive phrase of "noun + verb", and focuses on education. It is necessary to think that how to train students to have innovative vision, positive pioneering spirit and practical courage through any kind of courses and models from the point of educational view.

2.2 Imperfect Curriculum System

The curriculum system of innovation and entrepreneurship education in colleges and universities is not perfect. At present, many colleges and universities actively explore the implementation of innovation and entrepreneurship education, but the curriculum and education mode are relatively single, unsystematic, lack of practice and target, which results that the education effect is poor. First, the importance of curriculum has not been given due attention. Most of the innovation and entrepreneurship education courses in colleges and universities appear in the form of optional courses. In the actual education process, they are often give way to other courses. Secondly, the relevance between curriculum content and innovation and entrepreneurship education is low. At present, the innovation and entrepreneurship education courses in colleges and universities are lack of authoritative

and professional teaching materials, and the content of education is of little relevance. Some of the courses are directly transferred to the courses of management, economics and other related disciplines, so the pertinence and effectiveness of teaching are not strong. Third, the curriculum teaching form is single. The innovation and entrepreneurship education in some colleges and universities takes a single form of practice interaction and lacks a systematic curriculum system. For example, some colleges and universities rely solely on entrepreneurship skills competition for education, and do not set up systematic entrepreneurship education courses. To sum up, the current curriculum system of innovation and entrepreneurship education is not complete and needs to be further improved.

Some colleges and universities have set up entrepreneurship education courses, but the foundation is weak, and no systematic professional disciplines have been established. The setting of entrepreneurship courses is still staying at the level of participating in entrepreneurship competition and employment guidance. There is no systematic planning for innovation and entrepreneurship education. Most of the entrepreneurship education courses in Colleges and universities are still in the awkward position of “amateur education”. Although some colleges and universities have set up relevant courses, most of them are elective courses. They just make a brief introduction to the history and current situation of entrepreneurship education. In the course design, they only focus on whether the students can get a good place in the relevant scientific competition, and carry out the innovation and entrepreneurship education and professional education are separated from each other. There is no systematic curriculum system. The existing curriculum system and program of entrepreneurship education are faced with the problems of simple teaching mode, rigid content, not getting rid of the limitations of knowledge instilling, and few practical opportunities for students, which directly affect the effect of innovation and entrepreneurship education.

2.3 Lack of Qualified Teachers

Teachers themselves lack of ideological understanding of innovation and entrepreneurship. At present, a large number of college teachers think that innovation and entrepreneurship education is the work scope of the school's employment guidance center and students' office, which has nothing to do with teachers' own classes. In thought, the class is just for imparting knowledge, not paying attention to the cultivation of students' practical innovation and entrepreneurship ability. Because these teachers are not few in colleges and universities, and the teachers themselves do not have a deep understanding of innovation and entrepreneurship, resulting in relatively old teaching methods and backward teaching concepts. In the process of teaching, they seldom integrate innovation and entrepreneurship consciousness, so that few students get entrepreneurship consciousness, innovation spirit and innovation ability in the learning process.

The teachers' lacking of practical working experience in enterprises leads to the lack of practical experience. Nowadays, most college teachers have never worked in enterprises or had no entrepreneurial experience. Most of them, after graduation from the college or university, directly become a teacher. They are not familiar with practical operations such as business expansion, handling of various relationships, enterprise development planning and so on. In the process of innovation and entrepreneurship, which is even less proficient. Due to their own lack of experience, so in the process of guiding students' innovation and entrepreneurship, it also shows great limitations. Nowadays, most colleges and universities still adopt curriculum design, graduation thesis, graduation practice and other forms in innovation and entrepreneurship, and do not include professional ability, innovation ability and entrepreneurship ability into practice teaching.

No full-time teachers act as innovation and entrepreneurship guidance teachers in many schools now. Because of the heavy teaching task of the teachers themselves, they have not enough time to guide students learn innovation and entrepreneurship knowledge. Without a systematic guidance program, and they may not be targeted for students' innovation and entrepreneurship.

2.4 Lack of Practice Platform

Practice platform is an important way to improve the innovation and entrepreneurship ability of college students, which is conducive to the transformation of entrepreneurial intention into practical entrepreneurial action. At present, most colleges pay more attention to the theory of innovation and entrepreneurship education, and the practical training is relatively insufficient. Due to the lack of in-depth cooperation between colleges and enterprises, the practice platform system of college students' on-the-job practice and further business incubation in enterprises is not perfect, which cannot exercise and sublimate the theoretical knowledge of entrepreneurship in practice. On the one hand, the investment in practical training is insufficient. Some colleges lack of capital investment in innovation and entrepreneurship education, fail to attract external funds to the maximum extent, and lack of funds for the operation of practical training platform. On the other hand, the cooperative education mechanism among colleges, enterprises, society and government has not been formed.

3. Countermeasures to Promote Innovation and Entrepreneurship Education in Colleges and Universities in China

3.1 To Deep Understanding of Innovation and Entrepreneurship Education and Change Ideas

Colleges and universities should conscientiously deepen the innovation and entrepreneurship reform, adapt measures to local conditions, research strategies, take deepening the innovation and entrepreneurship education reform as the focus, take the cultivation of innovation spirit, entrepreneurship awareness and innovation and entrepreneurship ability as an important indicator of the quality of talent training, promote talent training, economic and social development. Entrepreneurship education can't simply be seductive and guide people with skills. Only by developing innovation and entrepreneurship education for all students, integrating innovation and entrepreneurship education into professional teaching, running through the whole process of education, integrating into the whole process of talent training, stimulating students' innovation awareness and cultivating students' entrepreneurship, can innovation achievements be realized by means of entrepreneurship process. Students in college have a certain entrepreneurial quality and entrepreneurial ability, in the future practical work can continue to innovate, to achieve entrepreneurial success. In the process of teaching courses, teachers should pay full attention to the combination of theory and practice to improve students' innovative thinking and entrepreneurial ability, and improve students' ability of self entrepreneurship and self employment.

3.2 To Improve the Innovation and Entrepreneurship Curriculum System

The course of innovation and entrepreneurship education in Colleges and universities is not only an important way to improve students' entrepreneurial intention, but also the main channel to implement innovation and entrepreneurship education. Under the guidance of the strategic goal of national entrepreneurship education, the setting and improvement of innovation and entrepreneurship education curriculum system should be carried out scientifically and reasonably according to the actual situation and subject characteristics of each college. It is not only necessary to set up courses of basic entrepreneurship theory and basic ability education, but also to combine entrepreneurship education with its own specialty, to integrate entrepreneurship education into the training of applied and professional talents, and to set up targeted courses according to the potential entrepreneurial intention of the educated and the industry category of entrepreneurship. In addition to the special innovation and entrepreneurship courses in the talent training program, we should also reform the teaching content and teaching mode of the professional courses. According to the needs of professional innovation and entrepreneurship, the teaching contents of professional courses are adjusted, the framework structure of professional courses is reconstructed, and the teaching methods of professional courses are reformed.

The restructured curriculum system is closely combined with the professional courses, and permeates the cultivation of innovation consciousness, entrepreneurship and entrepreneurship ability in the professional courses, so as to realize the innovation and entrepreneurship education throughout the whole process of talent training.

3.3 To Strengthen the Construction of the Faculty of Innovation and Entrepreneurship Education in Colleges and Universities

The innovation and entrepreneurship education in Colleges and universities should not only need professional full-time teachers, but also require a group of stable part-time teachers, in order to form a team of innovation and entrepreneurship education teachers with full-time teachers as the main and part-time teachers as the auxiliary. One is to establish a professional team of full-time teachers of innovation and entrepreneurship education. We should hire full-time teachers who have solid theoretical foundation and rich practice, and take into account the different characteristics of different professions and industries, establish excellent teaching and research teams, and improve the professionalism, practicality and cooperation of teachers' teaching. We should guarantee the stability of the full-time teachers, increase the investment in the construction of teachers, provide good career development opportunities for the full-time teachers of entrepreneurship education, reduce the brain drain, and strengthen the stability of the team. We should actively organize full-time teachers of innovation and entrepreneurship education to continue their further study and training and improve their teaching ability. It is necessary to guide and encourage teachers to enter enterprises to accumulate practical experience of innovation and entrepreneurship, carry out social practice, and regularly conduct practical training for full-time teachers, so as to improve the teaching practice efficiency of innovation and entrepreneurship education teachers. Second, the colleges should form a stable part-time teacher team of innovation and entrepreneurship education, and employ entrepreneurs, scientists, entrepreneurs and other practitioners as part-time teachers. Colleges and universities should introduce enterprise technicians and successful entrepreneurs as part-time teachers, and use the practical entrepreneurial practice to guide and educate students, so that students can deeply understand the entrepreneurial process and potential problems, and avoid entrepreneurial risks.

3.4 To Improve the Practice Platform System of Innovation and Entrepreneurship Education in Colleges and Universities

First, entrepreneurship competition is the key link of entrepreneurship education from classroom to practice. It is a platform to promote the transformation of entrepreneurship intention and build the relationship between colleges and the outside world. Combining education with practice can greatly improve the effectiveness of entrepreneurship education. The second is to build an incubation base for innovation and entrepreneurship education. Incubation base is a practical platform for transforming entrepreneurial intentions and plans into concrete actions. The construction of business incubation base can not only make the start-up enterprises to be honed, but also help to cultivate students' R & D and innovation ability. The third is to build a practice platform for college students. Colleges and universities should broaden practice channels, build a high-level professional practice platform, and encourage students to practice in enterprises. To strengthen the in-depth cooperation between colleges and enterprises, we should not only build a number of cutting-edge application-oriented internship centers in enterprises, attract enterprises to receive on-the-job internships from college students, but also encourage colleges and universities to run their own enterprises or carry out business activities, so as to provide internship opportunities for students of the college and university with the purpose of serving internship, practical training and entrepreneurship education.

4. Summary

The society needs a large number of innovative and entrepreneurial talents. Colleges and universities are the place to cultivate talents. We should strengthen the cultivation of innovative and entrepreneurial talents. When carrying out innovation and entrepreneurship education, colleges should deal with the relationship between innovation and entrepreneurship education and professional education, integrate innovation and entrepreneurship education and professional education throughout all aspects of talent training, and train more graduates with innovation and entrepreneurship awareness for the country, so as to meet the actual needs of the society for innovation and entrepreneurship talents of college students.

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