

Research on the Development Direction of Innovation and Entrepreneurship Education for College Students in the New Era

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Abstract

In recent years, with the increasing number of college students, the employment problem of college students has been continuing. College students' entrepreneurship has been valued by the whole society. Meanwhile, innovation and entrepreneurship education is more important. This paper proposes and solves some problems in the development of innovation and entrepreneurship education in colleges and universities, such as some students didn't study attention, the imperfection of the teaching system, the uneven quality of education, and the stereotypical forms of education, so as to make the innovation and entrepreneurship education of college students develop in a better direction.

Keywords

Innovation and entrepreneurship education, College student, Colleges and universities.

1. The Connotation of Innovation and Entrepreneurship Education for College Students

Innovation and entrepreneurship education aims at cultivating talents with basic qualities and creative personality for entrepreneurship. It is a kind of practical education in thinking and ability for all the specific groups of people who want to start a business, are starting a business or succeed in starting a business.

College students' innovation and entrepreneurship education is to limit the group receiving education to college students. Colleges and universities carry out curriculum education for college students' innovative thinking and entrepreneurial ability. This can not only promote the overall development of college students, but also respond to the national policy of "Employment driven by entrepreneurship" and effectively solve the problem of difficult employment for college students.

2. Development Stage of Innovation and Entrepreneurship Education for College Students

At present, China's innovation and entrepreneurship education reform can be considered to be in the mature stage of life cycle theory. From the 1990s, initiated by Tsinghua University and other universities, the Ministry of Education pilot innovation and entrepreneurship education reform of the embryonic stage; Until the government and the Ministry of Education issued the 《Outline of the national medium—and long—term plan for education reform and development (2010-2020)》 and 《Opinions on vigorously promoting innovation and entrepreneurship education in institutions of higher learning and college students' self-employment》; At present, the State Council has successively issued the implementation 《Opinions on deepening the reform of innovation and entrepreneurship education in institutions of higher learning》 and 《Opinions on promoting high-quality development of innovation and entrepreneurship and creating an upgraded version of mass entrepreneurship and innovation》

In recent years, mass entrepreneurship and innovation have continued to expand in scope, at a higher level and at a deeper level. College students' innovation and entrepreneurship education has made

important progress, and is in the mature stage of rapid development, with less and less room for change. However, the most important thing to do in this period is to find a new breakthrough point and bloom new vitality, so that the innovation and entrepreneurship education of college students can develop in a better direction, rather than let it enter the recession stage.

3. The Development Dilemma of College Students' Innovation and Entrepreneurship Education

3.1 College students do not pay attach to the courses of entrepreneurship education

Nowadays, college students are lack of innovative consciousness and practical spirit. In the face of greater employment pressure, they prefer to take the postgraduate entrance examination or go abroad rather than start their own business. In their opinion, innovation and Entrepreneurship education courses are very unnecessary courses. Even if they attend classes, they are only for the credit of this courses. Such students are very casual and lazy in class, and other students will be infected by this kind of emotion, which eventually leads to unsatisfactory teaching effect.

3.2 The teaching system is imperfect

The curriculum system of innovation and entrepreneurship education in most universities is not perfect. On the one hand, innovation and entrepreneurship education does not rise to the level of theoretical subjects. In the unscientific teaching process, students will feel confused and helpless when learning. On the other hand, the practice platform is rarely used in the process of innovation and entrepreneurship education, and the practice link is often a mere formality. Most students' entrepreneurial activities are often "armchair strategy".

3.3 The quality of education is uneven

Generally, the innovation and entrepreneurship education course is completed by a whole team of teachers, who are composed of some professional teachers in the college and take turns to provide students with 1-2 weeks of courses. However, because every teacher has a short teaching time, the overall teaching quality is easily affected by the teacher's attitude. Responsible teachers will make students like their courses very much. On the contrary, irresponsible teachers' courses will be dull and boring. Besides, the continuity of short-term rotation teaching is poor, and students' learning effect will be affected.

3.4 Old-fashioned forms of education

In most universities, the form of innovation and entrepreneurship education still stays in the book education, and the teachers only impart theoretical knowledge. On the one hand, students may feel boring in the learning process, which may reduce the learning efficiency or even give up learning. On the other hand, students only study pure theory but not practice. According to the theory of "forgetting curve", they will completely forget it after a period of time.

4. Development Direction of Innovation and Entrepreneurship Education for College Students

4.1 Cultivate innovation consciousness and practice spirit

In view of the current situation, college teachers should guide students to think independently and lead them to practice in person, such as participating in some entrepreneurial or taking students to visit and learn the high-tech business incubator. In addition, Schools should recruit successful entrepreneurs from outside the school to teach students entrepreneurial experience.

In the long run, exam-oriented education will largely limit the thinking of students. Children's innovative consciousness and practice spirit should be cultivated from an early age. When children have independent ideas, adults should actively guide children to think and constantly encourage children to practice.

4.2 Improve the teaching system

In terms of teaching methods, teachers should develop flexibly, strive to innovate to adapt to the new era and new thinking, and increase the proportion of practical teaching, so that students can exercise and learn in practice. Teachers can actively lead students to participate in the innovation and entrepreneurship competition, the results don't matter, but the process is the best way to test the teaching results.

In terms of teaching content, teachers should allow "all flowers bloom together". On the one hand, we can make good use of MOOC courses in the Internet era to enable college students to receive new knowledge in universities without walls; On the other hand, schools can also invite successful entrepreneurs to hold symposiums, which is more likely to arouse students' interest to learn.

In terms of teaching reflection, schools should establish an effective feedback mechanism, which can make students' opinions fully expressed, and the school can even adopt some good opinions. In this way, students' interests can not only be aroused, but also innovation and entrepreneurship education can be further improved.

4.3 To build a sophisticated team of teachers

Colleges and universities can hire successful entrepreneurs, professional enterprise risk consultants and other professional to form a teaching team with university teachers. The teachers in the team perform their duties to teach and answer questions for the students. In addition, the practice courses can also adopt a competitive approach, allowing different teachers to evaluate students from different perspectives.

4.4 Develop new forms of education

Most of the existing innovation and entrepreneurship education forms are based on students' homework and classroom performance, and the final score is graded by teachers for students. In this regard, colleges and universities can record students' achievements and performance in innovation and entrepreneurship competitions into the course assessment, which can effectively stimulate students to learn and practice.

In addition, subjective evaluation can be added to the final evaluation method of this course. The teacher's subjective evaluation can help students know where they need to improve or focus on this aspect in the next course.

5. Conclusion

"The youth is prosperous and the country is strong." The solve the employment problem should also focus on the innovation and entrepreneurship education of college students. Only when college students have the consciousness of innovation and practical spirit, the school has a complete teaching system, an advanced team of teachers and a novel form of education, can we develop innovation and entrepreneurship education in a better direction, and better train young students to strive for their ideals and contribute to the country.

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