

Research on Innovation and Entrepreneurship Education of College Students under the Background of "Internet Plus"

Shuang Guo*, Hongyu Zhao, Huicun Ma

Dalian Jiaotong University, Dalian, Liaoning, China

gs_owen2022@163.com

*Corresponding author

Abstract: With the rapid development of Internet technology, the "Internet plus" era of innovation and inclusiveness has entered. In this context, the development of innovation and entrepreneurship education for college students can not only improve the professional quality of college students by shaping the spirit of innovation and entrepreneurship, but also improve the reserve of talents for the level of social innovation and entrepreneurship. From the perspective of "Internet plus", this paper focuses on the current situation and countermeasures of college students' innovation and entrepreneurship education.

Keywords: Internet+, College Students, Innovative Undertaking

1. Positive Factors of College Students' Participation in Innovation and Entrepreneurship Projects

1.1. Improve the Training Quality of Innovative Talents

Innovation promotes social development and progress. Innovative ideas are the driving force and innovative talents are the foundation. Colleges and universities shoulder the important task of cultivating innovative talents, which is reflected in the cultivation of innovative ideas, focusing on the cultivation of innovative talents and improving the quality of talent cultivation comprehensively from the perspective of the overall development of college students.

In the new era of "Internet Plus", universities and colleges are constantly improving the level of innovation research, education and teaching, and training many students to embark on the road of independent innovation and entrepreneurship [1]. When students after graduation to jobs in the first line, in the future career choice innovation or business practice is still faced with many twists and turns, it will be paid more attention to teaching through innovation and entrepreneurship education, directional exercise training graduate students in the field of professional and working for the future direction of knowledge innovation, for all kinds of social position need to innovation vocational ability to obtain employment Ability, innovative professional service concept oriented to the needs of social enterprise customer groups, innovative professional practical innovation ability to solve future problems with a positive attitude of seeking truth and exploring. Therefore, colleges and universities should fully realize the teaching value of innovation and entrepreneurship, form an atmosphere of innovation and entrepreneurship education, activate the vitality of innovation and innovation, and then train students' comprehensive quality of innovation and entrepreneurship.

1.2. Create Jobs through Innovation and Entrepreneurship

If talents are the gear to promote national development, then colleges and universities are the front to cultivate talents. Accelerating the implementation of innovation and entrepreneurship education is an effective means of education reform. Colleges and universities should not only cooperate with the government and enterprises to build an education system, but also cooperate with industries and research institutes to improve the education system. On the one hand, we can cultivate students' innovative spirit and improve the educational level of the school, on the other hand, we can continue to cultivate talents.

In the Internet Plus era, innovation is the fundamental force for progress. China has made great progress in technological entrepreneurship in various fields, and the number of college graduates is also increasing [2]. The employment opportunities of college students are facing unprecedented challenges.

Developing the education ability of innovation and entrepreneurship is undoubtedly the priority choice with the greatest development potential and the greatest alleviation of employment pressure. Therefore, colleges and universities should build innovative and high-quality teaching mode based on promoting social innovation and progress when carrying out innovation and entrepreneurship teaching. The education department should create high-quality teaching environment, gradually cultivate the innovation and entrepreneurship spirit and ability of college students, support and foster college students' innovation and entrepreneurship in terms of policies, give students a more comprehensive power of scientific research, so that students can feel the speed and demand of the development of The Times while studying at school. After entering the society in the future, I will be more clear about the direction of self-development and the source of motivation, and contribute to social innovation and progress.

2. Opportunities Brought by "Internet Plus" to Innovation and Entrepreneurship Education

2.1. Pioneering Innovation and Entrepreneurship Development Prospects

Mobile intelligent Internet, cloud service computing, big data, Internet of Things applications and many other intelligent Internet technology and the close combination of all walks of life, modern e-commerce, industrial Internet, Internet finance and a series of emerging industries are becoming a hot topic in the future economic field of vigorous development [3]. The Economic Community has begun to re-examine the connectivity of infrastructure. More and more industries will speed up their efforts to explore ways of industrial development and cooperation in new areas and seize the historic and new opportunities brought by the "Internet Plus" plan.

Internet technology enables people to access the world's most cutting-edge information directly via smartphones or tablets. Using network which is a significant advantage, college students can make full use of the Internet technology tools to quickly search with Internet innovation or business areas related to the latest information, obtain latest information industry development and prospects of interest, in a limited study time quickly eliminate outdated useless information, the industry innovation and development to conduct a comprehensive and detailed analysis, and in a timely manner A scientific and rational choice of investment and entrepreneurship. In addition, innovation and entrepreneurship teaching courses can make full use of Internet resources and help students to better define their own goals based on their own professional needs and professional abilities.

2.2. Build a Platform for Learning, Communication and Ability Expansion

Internet technology is widely used in innovation and entrepreneurship education, especially in curriculum design and after-school guidance. Students can consult materials at any time to improve their innovative employability and comprehensive professional ability [4]. Teachers can collect more extensive teaching resources related to innovation and entrepreneurship education in the course preparation process to make it more in line with the development of The Times. They can also use multimedia technology to improve students' immersive learning experience, which is more acceptable to students. At the same time, more entrepreneurial cases can be collected to give students more guidance.

To carry out innovation and entrepreneurship education for college students, we should not only solve the problems existing in college students' entrepreneurship and scientifically plan their future entrepreneurship model, but also let students learn to communicate with others as social personage, so as to carry out more effective cooperation with future partners in future innovation and entrepreneurship. Especially in this new era of "Internet plus", the Internet platform can provide more professional information consultation and more convenient information exchange. College students can make full use of advantages of the Internet platform, to study and communication with others, communicate with each other in related content knowledge, try to learn in advance how to better get along with and work colleagues, and how to build more good close relationship with the future partner, in order to promote students' individual innovation and entrepreneurial success to provide convenient conditions.

2.3. Explore Diversified Information Promotion Channels

In the early stage of innovation and entrepreneurship, it is difficult to ensure the long-term development of innovation and entrepreneurship projects due to the small number of customer groups. Network technology has a variety of effective promotion channels for enterprises to promote or promote the society. Especially for college students who just enter the society and have few

connections, innovation and entrepreneurship projects can be promoted to various social groups with the help of the Internet. In the process of innovation and entrepreneurship practice education, teachers can teach students how to achieve the effect of enterprise publicity through mobile Internet technology, so as to assist the development of innovation and entrepreneurship projects [5].

From a macro perspective, innovation and entrepreneurship education is a comprehensive process through continuous practice and applied to college students' professional development planning. This requires the application of practical teaching results to social reality, through the strong cooperation of colleges and universities, social institutions and the government to provide policy and financial support, the construction of innovation and entrepreneurship practice education platform, strengthen the consistency of talent training work, and jointly cultivate college students to achieve their life goals through innovation and entrepreneurship.

3. Current Situation of College Students' Innovation and Entrepreneurship Education under the Background of "Internet Plus"

3.1. The Construction of Innovation and Entrepreneurship Education Teachers is not Perfect

At present, the faculty of innovation and entrepreneurship guidance in some colleges and universities is still developed based on the original professional development faculty [6]. The faculty construction tends to be natural, and there is no clear and definite teacher construction plan. In terms of teachers' structure, there are more middle-aged and elderly teachers and less young teachers. From the perspective of discipline, there is a big difference between the major that teachers learn and the major they teach. In terms of research direction, there are more theoretical research-oriented teachers than practical application research-oriented teachers. At the same time, innovation and entrepreneurship teachers generally lack practical experience in enterprises, resulting in the disconnection between theoretical teaching content and social practical application, especially for the implementation of innovation and entrepreneurship education in application-oriented universities. A series of institutional construction and guarantee mechanisms for the introduction, cultivation and use of innovative and entrepreneurial teachers are still not perfect.

3.2. The Quality of Innovation and Entrepreneurship Education Curriculum Construction Needs to be Improved

Some teachers do not pay enough attention to classroom quality construction of innovation and entrepreneurship education, and lack innovation in classroom content design and teaching methods, which affects the quality of courses. Innovation and entrepreneurship education courses are closely related to reality, and the teaching form of case analysis cannot replace practical application. In teaching, instill teaching method should not be applied to innovation and entrepreneurship courses [7]. Instead, interactive discussion, group simulation and other forms should be strengthened to activate the class and encourage students to think independently and cooperate with each other. Colleges and universities should strengthen the construction of courses for innovation and entrepreneurship education, encourage the reform of course teaching, and cultivate high-quality courses for innovation and entrepreneurship education.

3.3. Unclear Education and Training Programs for Innovation and Entrepreneurship

At present, innovation and entrepreneurship education in some universities still stays in the traditional teaching mode and concept, failing to keep up with the requirements of social development. In particular, the definition and training plan of innovation and entrepreneurship education itself are not clear, and there is a vague definition with vocational education. For example, the innovation and entrepreneurship courses overlap with the original vocational education courses and lack innovation, or the two training programs are not considered comprehensively, and they have different training programs and diversified subject Settings. These problems can not meet the requirements of the curriculum characteristics of innovation and entrepreneurship education, and will cause a waste of teaching resources, which is not conducive to the development of innovation and entrepreneurship education.

4. Effective Measures to Carry out Innovation and Entrepreneurship Education for College Students under the Background of "Internet Plus"

Under the collaborative innovation mode of "Internet", it is necessary to clarify the cultivation

concept of innovation and entrepreneurship education, construct a perfect cultivation system of innovation and entrepreneurship ability, and optimize the cultivation environment of innovation and entrepreneurship ability.

4.1. Establish an Innovation and Entrepreneurship Education Platform Based on “Internet Plus”

With the application of “Internet plus” technology advantages, the Internet technology and innovation and entrepreneurship education are deeply integrated, the traditional classroom teaching mode is innovated, the platform for college students' innovation and entrepreneurship education is reasonably built, and the teaching evaluation system is established while integrating innovation and entrepreneurship teaching resources [8]. The school should strengthen inter-school cooperation and school-enterprise cooperation, carry out resource sharing and communication and cooperation of innovation and entrepreneurship education, and form a development community model of innovation and entrepreneurship education platform.

By virtue of the advantages of the platform, college students can communicate and interact with the contents of in-class learning, and at the same time, they can communicate and interact with the difficulties and doubts of self-learning contents and innovation and entrepreneurship projects outside the classroom. Teachers can share their own classroom teaching resources, so that teachers and students can watch the corresponding curriculum content at any time according to their personalized needs, improve their learning and use efficiency, and gradually cultivate personalized learning of college students, laying a solid technological foundation for future innovation and entrepreneurship. The university platform can invite well-known senior experts in the field of innovation and entrepreneurship to regularly answer the most popular students' questions in the history of the university platform forum, and guide young students to grow up in a more scientific and professional direction of innovation. Colleges and universities with conditions can also cooperate with some well-known innovators and entrepreneurs in the industry to provide students with industry information and improve their comprehensive ability through distance education.

4.2. Train and Introduce Innovation and Entrepreneurship Mentors to Improve Teaching Ability

Teacher resource is an important means to improve educational content, and innovation and entrepreneurship education should also take it as a key content. From the perspective of cultivating students' innovation and entrepreneurship ability, colleges and universities should strengthen the training and introduction of innovation and entrepreneurship education teachers and improve the comprehensive quality of teachers. Invite enterprise experts to give lectures or online lectures, so that students can get close to the society and reality, effectively combine theoretical knowledge with practical application, understand the latest industry information and innovation and entrepreneurship situation, absorb practical experience, and stimulate learning enthusiasm [9]. At the same time, teachers are supported to participate in further training related to innovation and entrepreneurship, and teachers are encouraged to formulate reasonable training programs based on their disciplinary advantages, strengthen the curriculum construction of innovation and entrepreneurship education, optimize teaching programs, and innovate the education system of entrepreneurship, so as to improve the teaching ability of innovation and entrepreneurship of teachers.

4.3. Carry out In-Depth School-Enterprise Cooperation to Improve Students' Innovation and Entrepreneurship Ability

Universities carry out in-depth cooperation with enterprises in the field of innovation and entrepreneurship education, analyze the potential demand for innovation and entrepreneurship talents in the contemporary social transformation period from the perspective of enterprises, and stimulate students' confidence and interest in independent innovation and entrepreneurship [10-15]. We should implement the innovation and entrepreneurship education and training evaluation system in colleges and universities, increase the proportion of social practice projects in teaching courses, and university-enterprise cooperation courses should focus on the rational use of Internet information technology, make full use of digital and big data platforms to enhance the height and breadth of students' thinking, and improve their entrepreneurial awareness and ability. Schools and enterprises should jointly establish a joint training mode of innovative education and strengthen innovative teacher training for existing teachers in colleges and universities. For example, newly introduced teachers can be stationed in enterprises for internship or training. Both sides will create conditions to carry out scientific research cooperation, and encourage enterprise experts to actively participate in various innovation and entrepreneurship competitions and guidance of innovation practice activities [16].

5. Conclusion

College students' innovation and entrepreneurship education conforms to the requirements of the development of The Times and is the need of social progress. This paper takes "Internet plus" as the background to explore the status quo and challenges of innovation and entrepreneurship education for college students. Through the construction of curriculum teaching system, teachers' teaching ability and university-enterprise cooperation, college students' scientific research ability, team spirit, innovation consciousness and innovation and entrepreneurship skills are cultivated to provide talents for social innovation and development.

Acknowledgements

This article is the Liaoning Province University's "three-wide education "model college construction-related results.

References

- [1] Yang Junpeng. (2019) *Research on the Construction of Innovation and Entrepreneurship Information Platform under the "Internet plus" Environment—A Case study of college students' innovation and entrepreneurship education. Reading and writing (education teaching journal), 16(01): 60.*
- [2] Gu Huizheng. (2022) *Cultivation and Promotion strategy of College Students' Innovation and Entrepreneurship Quality and Ability. China Market, (06):98-99.*
- [3] Yang Da. (2020) *Research on College Students' Innovation and Entrepreneurship Education Based on "Internet plus". Journal of Jiamusi Vocational College, 38(03):149-151.*
- [4] Shen Weibing. (2022) *On the Construction Path of College Students' Innovation and Entrepreneurship Education System. Public Relations World, (04):128-129.*
- [5] Xue Leilei. (2022) *Research on cultivation mechanism of Innovation and entrepreneurship ability of Higher Vocational College students under collaborative innovation Mode. Modern Vocational Education, (09):52-54.*
- [6] Zou Jiazhu, Liu Zehua. (2022) *Research on innovation and Entrepreneurship Education of Local University Students from the perspective of new engineering. Shanghai Commerce, (02):162-164.*
- [7] Ren Jiabin. (2022) *Exploration of practice Teaching System to Improve college Students' Innovation and entrepreneurship Ability. Public Relations World, (03):118-119.*
- [8] Zhang Xiaohong; Li X M. (2022) *Research on the cultivation of innovation and entrepreneurship ability of applied university students under the background of entrepreneurship and Entrepreneurship. Heilongjiang Science, 13(03): 56-57.*
- [9] Wang Tiequan, Ma Ji. (2022) *Research on evaluation model and improvement approach of entrepreneurship and innovation ability of college students under competition and teaching integration Model. Neijiang Science and Technology, (02):52-53.*
- [10] Qin Hongqiong. (2022) *The impact of innovation and entrepreneurship education on college Students' Employability and countermeasures. Shanxi Youth, (06):140-142.*
- [11] Wang Zhenwu. (2019) *On the cultivation path of innovation and entrepreneurship of art college students. Education modernization, 6 (13): 31-33*
- [12] Yan Ruiqin, Zhu Yingling, Zhong Xiaochun. (2017) *Research on open laboratory management from the perspective of innovation and entrepreneurship education for college students. Industry and Technology Forum, 16 (5): 2*
- [13] Liu Tian. (2017) *The impact of innovation and entrepreneurship education on improving students' employability. One hundred essays (new Chinese loose-leaf), (8)*
- [14] Zuo Shimei. (2021) *Analysis of the impact of innovation and entrepreneurship education on college students' employability. China Science and Technology, 000 (002): 167-168*
- [15] Yu Hailian, Niu Yinghao. (2021) *Research on the improvement of college students' employability through innovation and entrepreneurship education. Science and technology horizon, (28): 2*
- [16] Chau K. Y., Law K. M., & Tang Y. M. (2021) *Impact of Self-Directed Learning and Educational Technology Readiness on Synchronous E-Learning. Journal of Organizational and End User Computing (JOEUC), 33(6), 1-20.*