

Research on the Role of College Counselors in Cultivating College Students' Innovation and Entrepreneurship Ability

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ABSTRACT. China has long adhered to an innovative development strategy, and building an innovative country requires a large number of innovative workers. Colleges and universities are the main force in cultivating innovative talents, and instructors are the most direct initiators, organizers, implementers and supporters of cultivating college students' innovative and entrepreneurial capabilities. This article analyzes the status quo in the process of cultivating college students' innovation and entrepreneurship ability and a series of countermeasures and suggestions for these problems.

KEYWORDS: college counselors; college students; innovation and entrepreneurship ability; promotion

1. Introduction

The report of the Seventeenth National Congress of the Communist Party of China proposed: to improve independent innovation capabilities, build an innovative country and implement the enhancement of independent innovation capabilities in all aspects of modernization. College students, as socialist builders and successors, bear the historical responsibility of using innovative capabilities to build a modern country, while colleges and universities, of course, assume the mission of cultivating contemporary college students' innovative and entrepreneurial capabilities[1]. In 2011, the Ministry of Education put forward in the "Opinions of the Ministry of Education and the Ministry of Finance on the Implementation of the "Undergraduate Teaching Quality and Teaching Reform Project in Colleges and Universities" during the "Twelfth Five-Year Plan" period: Supporting college students to carry out innovation and entrepreneurship training and improving college students to solve practical problems The practical ability and innovation and entrepreneurship ability. In 2012, the Ministry of Education issued the "Notice on Doing a Good Job in the Implementation of the "Undergraduate Teaching Project" National Undergraduate Innovation and Entrepreneurship Training Program", requiring colleges and universities to formulate practical and feasible management methods and supporting

policies to integrate the daily management of college students' innovation and entrepreneurship training programs Incorporated into the undergraduate teaching management system. With the support of a series of relevant national policies, the innovation and entrepreneurship education in my country's universities has developed rapidly in recent years. Various innovation education concepts and innovation and entrepreneurship education methods have emerged one after another, and great results and progress have been made. Subject competition, as an extension of classroom teaching and an important position for the second classroom, is an important platform for enhancing college students' innovative and entrepreneurial abilities. It plays a pivotal role and is increasingly being valued by education departments and education practitioners[2].

2. The status quo of the cultivation of innovation and entrepreneurship capabilities of college students

2.1 Students do not pay much attention to innovation and entrepreneurship instruction

Major universities in my country have set up a series of basic guidance courses for innovation and entrepreneurship, with the purpose of cultivating college students' sense of innovation, improving their entrepreneurial abilities, and cultivating the basic qualities required of innovative talents, so that students can master some knowledge necessary for innovation and entrepreneurial activities[3]. However, students cannot fully understand the purpose of the school's guidance courses, cannot understand the importance of innovation and entrepreneurship to their own development, and lack the attention to innovation and entrepreneurship guidance courses.

2.2 Lack of enthusiasm to actively participate in innovation and entrepreneurship activities

Undergraduates have been affected by exam-oriented education for a long time, their thinking is relatively solidified, they lack divergent thinking, and lack the awareness of innovation and entrepreneurship. They are more willing to listen to teacher lectures and passively accept theoretical knowledge instead of active thinking and active learning.

2.3 Lack of energy investment in innovation and entrepreneurship activities

By participating in various innovation and entrepreneurship activities held inside and outside the school, college students can transform the knowledge they have learned into innovative results, thereby improving their ability to integrate theory with practice. However, such activities have a long cycle and require a lot of energy. College students are often eager for quick success and quick gain[4].More inclined

to focus on competitions with activities that take less time and energy.

3. The important role of college counselors in the process of cultivating and upgrading college students' innovative and entrepreneurial capabilities

3.1 College counselors can cultivate college students' awareness of innovation and entrepreneurship

Counselors have the closest connection with students in their in-depth school education and student university life. Students are very susceptible to the positive influence of teachers, and thus play a role in enhancing college students' awareness of innovation and entrepreneurship, and enable them to further deepen their awareness of innovation and entrepreneurship.

Understand, stimulate their enthusiasm for innovation and entrepreneurship, and put this enthusiasm into practice, mobilizing their enthusiasm for participating in various innovation and entrepreneurship activities held inside and outside the school[5].

3.2 College counselors can deepen college students' understanding of innovation and entrepreneurship knowledge

Cultivating innovative talents and encouraging college students to start their own businesses can link the professional knowledge they have learned with entrepreneurship, link theory with practice, test the theory with practice, and apply what they have learned. In practice, although college students have consolidated professional foundation, but lack of understanding of innovation and entrepreneurship knowledge, and lack of ability to associate professional knowledge with innovation and entrepreneurship[6]. Therefore, instructors organize students to learn about relevant policies and encourage them to actively participate in the school's innovation and entrepreneurship guidance class, thereby broadening their understanding of innovation and entrepreneurship knowledge and better guiding practice.

3.3 College counselors can improve college students' innovation and entrepreneurship capabilities

While having the awareness and knowledge of innovation and entrepreneurship, college students also need to continuously improve their abilities in practice by participating in innovation and entrepreneurship competitions[7]. However, due to the limitations of college students themselves and lack of experience in innovation and entrepreneurship, instructors use their own advantages to provide professional guidance to college students, thereby continuously improving their innovation and entrepreneurship capabilities.

4. Problems of college counselors in the process of cultivating and improving college students' innovative and entrepreneurial ability

4.1 Counselors lack practical experience in innovation and entrepreneurship

Among the counselors in various universities, those who have truly innovative achievements and entrepreneurial experience accounted for a minority. Some counselors only have a certain theoretical knowledge, and they will have certain limitations due to lack of practical experience in the process of guiding students. Good for students cultivation of innovation and entrepreneurship capabilities.

4.2 The single major of the counselor is not conducive to learning and communication among students

Most of the students led by college counselors are in the same or similar majors, the courses are highly related, and the professional qualities they possess are generally the same. Students have great limitations in participating in innovation and entrepreneurship activities, and their understanding of other majors is very limited[7]. However, innovation and entrepreneurship activities require students to have various abilities, involving multiple majors, through mutual exchanges, mutual learning, and mutual complement, thus forming a very competitive team. Therefore, the singularity of the major of the counselor is not conducive to the learning and communication between students, and will become an obstacle to the improvement of innovation and entrepreneurship.

4.3 The counselor's guidance to students lacks rationality

Undergraduates on campus lack practical experience and need professional guidance. Counselors are their first choice[8]. As a college counselor, the main task is to conduct daily management and ideological education for students. The task is heavy. Without in-depth understanding of students' projects, they can discuss personal opinions in principle. Therefore, there is a lack of rationality in the guidance of counselors to students in various universities.

4.4 Insufficient innovation and entrepreneurship education and lack of entrepreneurial practice training platform

Under the guidance of the concept of "mass innovation and entrepreneurship", although colleges and universities have paid more attention to innovation and entrepreneurship, they have carried out a variety of practical activities related to innovation and entrepreneurship. However, at present, innovation and entrepreneurship education is not enough, and the construction of the practice training platform is not perfect[9]. As a result, the innovation and entrepreneurship education activities carried out by universities still remain at the level of

interpretation of relevant policies, entrepreneurship lectures, innovation and entrepreneurship competitions, etc., and the coverage of education It is not wide, and its education cannot well meet the real needs of college students. In addition, colleges and universities often regard innovation and entrepreneurship education as a second classroom, and the teaching goals are not clear, and the depth and breadth of teaching content are not enough, which hinders the efficient development of innovation and entrepreneurship education for college students. In addition, although universities have built training bases, laboratories, and project incubation bases, they cannot maintain long-term exchanges and cooperation due to various reasons, and the quality is not high, or even in vain. As a result, the established training platform cannot fully utilize its capabilities. Features. Some training platforms can only meet the needs of some college students, and some college students can only stay at the stage of imagination due to lack of training platforms.

4.5 Incomplete entrepreneurial measures and lack of effective entrepreneurial environment support

In recent years, although the government has successively introduced various preferential policies and measures to help college students, but the coverage is not enough and the policy support is insufficient, resulting in a lack of effective support for the entrepreneurial environment. Analyzed from the school level, on the one hand, the innovation and entrepreneurship education curriculum system in colleges and universities is not perfect, and a reasonable innovation and entrepreneurship talent training curriculum system has not been established. Most colleges and universities have only created public welfare activities, competitions, and elective courses for innovation and entrepreneurship education. The innovation and entrepreneurship education curriculum system is still at a relatively shallow level, even superficial, lacking a more complete innovation and entrepreneurship curriculum system, to a large extent This hinders the efficiency and quality of the cultivation of innovation and entrepreneurship of college students; on the other hand, colleges and universities lack a team of teachers with rich practical experience[10]. Due to the lack of practical experience of teachers, innovation and entrepreneurship education is mostly on paper, and it is not able to give college students effective guidance in practical operation, which leads to low enthusiasm for college students.

5. Countermeasures and suggestions for the problems of college counselors in the cultivation and promotion of college students' innovation and entrepreneurship

5.1 Colleges and counselors work in two directions to continuously enrich the practical experience of counselors

Therefore, the school can invite successful innovation and entrepreneurial people to give lectures, so that counselors can learn from experience and guide future work; it can also set up special funds to encourage counselors to explore innovation and

entrepreneurship, apply the theory to practice, and give feedback. Truth is tested to gain experience. Counselors should also recognize their own shortcomings, take the initiative to strive for practical opportunities, and accumulate corresponding experience, so that colleges and counselors can work in both directions, thereby enriching counselors' practical experience.

5.2 Communication between counselors should be strengthened to promote the exchange of information between majors

If college students want to enhance their team's competitive advantage in innovation and entrepreneurship activities, they should break the constraints of their profession. Counselors should strengthen the relationship between each other and establish close partnerships, which will promote communication and exchanges between students, so that students can complement each other's advantages in activities, thereby enhancing the core competitiveness of the entire team.

5.3 Counselors should provide reasonable and scientific guidance to students

Counselors should continue to self-reflection, understand students' projects in depth, and give reasonable guidance and suggestions. At the same time, different levels of scientific guidance are adopted according to the progress of the project, so that students can give full play to their subjective initiative and continuously improve their creativity.

New entrepreneurial ability. As the main force of talent training, colleges and universities should fully realize the importance of cultivating college students' innovative and entrepreneurial abilities, analyze the role of instructors, and conduct research on the problems existing in the talent training process, and put forward reasonable solutions. Cultivate high-quality innovative talents to contribute to the realization of the great Chinese dream.

5.4 Counselors actively organize students to participate in subject competitions

There are many types of subject competitions, but whether it is a highly professional professional competition category (college student modeling contest, college student chemical design contest, etc.) or a comprehensive subject contest ("Challenge Cup" entrepreneurial plan competition, etc.), college students should think Participating in these competitions and looking forward to achieving better results, innovative thinking is the basic quality and potential requirement. In the process of participating in the subject competition, college students should not only earnestly understand the prize-winning works in the previous competition, but more importantly, they must be different from the previous works, innovate and develop new ideas, and determine the direction of the topic from different angles and directions. Taking the "Challenge Cup" entrepreneurial plan competition as an example, engineering students have obvious advantages in technology and

application, which are mainly based on their innovative features such as technological innovation and invention patents.

The counselor becomes an instructor. Instructors play an irreplaceable role in college discipline competitions. Participating students in subject competitions often have very good ideas, but they are not well connected in specific creative polishing, visualization, and integration with reality, and the instructor has relatively rich experience in these aspects. In the reality of subject competitions, most of the professional teachers' participation in the instructional subject competitions is seriously insufficient. This leads to two extremes: one is that one instructor guides multiple entries due to limited energy and professional inconsistencies. , The depth of guidance is not enough; the other is that the instructor has to deal with the task in order to complete the task, and the actual participation in the works is very few, and they often just watch the competition and do not give in-depth guidance. Therefore, colleges and universities must first pay attention to the construction of the faculty of subject.

6. Conclusion

Promotion, awards and excellent evaluation are organically combined to mobilize the enthusiasm of professional teachers to participate in the guidance of subject competitions. Secondly, establish an information database of instructors for subject competitions, and refine the professional categories participating in the instructional competitions, so as to be targeted. Finally, it is necessary to actively carry out the construction of a team of dual-qualified instructors, strengthen the training of instructors, encourage them to conduct professional research and professional training, comprehensively improve their practical guidance ability, and increase the guidance and guidance of college students' innovative and entrepreneurial practical ability.

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