

Exploring the Cultivation of Innovation and Entrepreneurship Consciousness and Ability of College Students in Private Universities under the Background of "Internet+" Competition

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Abstract: Taking Zhanjiang College of Science and Technology as an example, this paper makes research on the enhancement of innovation and entrepreneurship consciousness and the ability of the participating students after the competition to the students who have participated in the China International "Internet +" Innovation and Entrepreneurship Competition (hereinafter referred to as the "Internet +" Competition) in the past years or who are currently participating in the competition this year [1]. The results show that the ability to obtain and deploy resources, the ability to prevent risks, and the ability to implement actions have a great impact on the self-perception of students' innovation and entrepreneurship awareness and ability after participating in the "Internet +" Competition. Meanwhile, relevant suggestions are put forward in the hope of improving the innovation and entrepreneurship ability of university students and promoting the construction of applied innovation and Entrepreneurship University in our university.

Keywords: "Internet+" Competition, College Students, Innovation and Entrepreneurship, Awareness and Ability, Survey and Research

1. Introduction

Starting in 2015, China "Internet+" Innovation and Entrepreneurship Competition for College Students has been held for several years and has achieved obvious results in terms of the scale of the event and personnel participation. However, there are also some problems. This study investigates the participation of Zhanjiang College of Science and Technology in the eighth "Internet +" competition [2]. At present, Zhanjiang Institute of Science and Technology has completed the transfer reform, although it has set up a department and institution specializing in double-creation education and offered relevant education courses. But the understanding of the connotation of the construction of innovation and entrepreneurship education system is not comprehensive enough, and the cultivation of students' innovation and entrepreneurship awareness and ability lacks a large number of systematic specialized courses and experienced expert guidance [3]. Expert guidance is lacking. Most of the "Internet +" projects cannot be effectively incubated on the ground because of the following reasons: the positioning of innovation and entrepreneurship education is not clear; the innovation and entrepreneurship projects on campus are yet to be explored: college students have insufficient experience in innovation and entrepreneurship; there is a lack of channels for the introduction of innovation and entrepreneurship funds; the level of interaction of production. Teaching and research on campus is low, and the transformation rate of innovation achievements is low.

2. Current Situation of Innovation and Entrepreneurship of University Students on Campus

2.1. Unclear Positioning of Innovation and Entrepreneurship Education

Many student groups in our school still focus on the knowledge learned in the classroom, have not yet been extracted from the concept of exam-oriented education, and lack the awareness of digging out

innovative consciousness and thinking to change the concept of consciousness [4]. The reason for this is that the target orientation of innovation and entrepreneurship education in our school is unclear, and the emphasis on and investment in relevant innovation and entrepreneurship education courses and research is not strong enough.

2.2. On-campus Innovation and Entrepreneurship Programs to be Explored

The common problems of college students who want to start their own business with the help of "Internet +"artificial intelligence and other high-tech are= a lack of in-depth market research on customer demand and a lack of overall and detailed preparation and consideration operability. On-campus graduates who want to start their innovation and entrepreneurship usually choose fields that are closely related to their own lives or closely linked to their majors. Many college students rely more on their intuition when selecting projects due to the limitations of their life circle and mayors. As a result, there are limited business opportunities to be explored, which to a large extent is not conducive to the long-term development of the project.

2.3. Insufficient Experience in Innovation and Entrepreneurship among University Students

Although most of the university student entrepreneurs are graduated from economics and management majors. And their theoretical knowledge has been accumulated to a considerable extent. They seldom choose to go to the company for internship and exercise in summer and winter vacation time as well as in the second classroom practice, and they don't have enough understanding of the basic company management and operation process, so they lack the long-term strategic considerations in the enterprise management, and they don't have enough social experience. In addition, the school-enterprise cooperation is not well constructed, and the failure of entrepreneurial management is inevitable.

2.4. Lack of Channels for the Introduction of Innovative Entrepreneurial Funds

The trouble of capital will become the first obstacle in the practical aspects of innovation and entrepreneurship of many college students, and college students are extremely poor at obtaining a capital chain to help them promote the incubation of existing projects on the ground. Most of the college students who choose to go into business after graduation lack channels to introduce entrepreneurial capital. Except for their families' relatively favorable financial conditions [5]. Bank loans are the most important source of funds for college student's entrepreneurship, but they require strong credit guarantee and collateral, so the process and steps of loan approval will be more complicated with obvious characteristics of the long time limit, small amount, and high threshold, which can't satisfy the funding gap of college students development of innovative and entrepreneurial projects. Even if the national policy subsidies and on-camos support make up part of the funding gap for students, they are still far from the actual gap.

2.5. On-campus the Level of Integration of Industry Teaching and Research is Low and the Transformation Rate of Innovation and Entrepreneurship Achievements is Low.

At present, only the School of Intelligent Manufacturing on campus can cite and develop computer technology and big data on a large scale. Most of the students have" Internet+" and big data technologies that are too low in content. Leading to technical bottlenecks in innovation and entrepreneurship. In terms of the development and dissemination of new technologies, various colleges have failed to promote teaching through research. Teaching by teaching and production by learning. And there is insufficient cross-disciplinary and cross-professional cross-college communication [6]. So that many excellent innovative achievements can only be circulated and promoted in the college: some students and teachers usually only focus on their familiar specialties, and they lack appropriate "jumping thinking". Which affects the development of industry and entrepreneurship. Some students and teachers usually focus their projects on their family specialties and lack proper "jumping thinking, thus affecting the improvement of the integration of production, teaching, research, and learning.

3. Survey and Analysis of Indicators Related to "Dual Creativity" of University Students Before and After the "Internet +" Competition

3.1. Distribution of Questionnaires

The questionnaire consists of two parts: the basic information of the respondents, and the comparison of self-perception indicators of innovation and entrepreneurship ability of college students before and after participating in the Internet +competition. The questionnaire was distributed in the form of online distribution to students of Zhanjiang College of Science and Technology who are participating in or have participated in the "Internet +"competition in previous years. As well as relevant instructors and school administrators. With a total of 316 questionnaires distributed and 293 valid questionnaires recovered. With an effective rate of 92.72%

3.2. Basic Information on Respondents (as shown in Table 1)

Table 1: Basic Information of Respondents

| Sports event | Categorization | Numerical value | Percentage (%) |
|----------------------------------|---|-----------------|----------------|
| Distinguishing between the sexes | male | 184 | 62.79 |
| | female | 109 | 37.21 |
| Second level colleges | Faculty of Economics and Finance | 61 | 20.82 |
| | School of management | 49 | 16.72 |
| | School of Accounting | 92 | 31.40 |
| | Intelligent Manufacturing Institute | 52 | 17.75 |
| | School of Architecture and Engineering | 39 | 13.31 |
| Educational level | Undergraduate student | 148 | 50.51 |
| | Graduate student | 73 | 24.91 |
| | Master's degree student | 59 | 20.14 |
| | Ph.D. and above | 13 | 4.44 |
| Dignity | Schoolchildren | 209 | 71.33 |
| | Teachers | 53 | 18.09 |
| | Administrative and teaching staff | 23 | 7.85 |
| | School Leadership | 8 | 2.73 |
| Academic program | Accountancy | 54 | 18.43 |
| | Financial management | 21 | 7.17 |
| | Auditing | 13 | 4.44 |
| | Economics | 14 | 4.78 |
| | International economics and trade | 25 | 8.53 |
| | E-commerce | 19 | 6.48 |
| | Financial engineering | 13 | 4.43 |
| | Tourism management | 11 | 3.75 |
| | Business administration | 22 | 7.51 |
| | Electrical engineering and its automation | 16 | 5.46 |
| | Computer Science and Technology | 12 | 4.10 |
| | Internet of Things engineering | 21 | 7.17 |
| | Civil engineering | 17 | 5.80 |
| | Engineering Management | 19 | 6.49 |
| Grade | First-year university student | 16 | 5.46 |
| | Second-year university student | 37 | 13.36 |
| | third-year university student | 98 | 35.38 |
| | Fourth-year university student | 125 | 45.13 |
| | | 17 | 6.13 |

3.3. Comparison of Self-perception Indicators of Innovation and Entrepreneurship Before and after the Respondent's Participation in the "Internet +"Competitions] (Table 2) [7]

Table 2: Changes in self-perception of college students' innovation and entrepreneurship ability before and after the "Internet +" competition

| Basic indicators | Key indicators | Before | After | Change | Specific indicators | Before | After | Change |
|--------------------------|---------------------------|--------|-------|---|--|--------|-------|--------|
| Innovation capacity | Foundational innovations | 32.75 | 36.20 | 3.45 | Courageous | 13.78 | 22.89 | 9.11 |
| | | | | | Responsibility | 27.94 | 36.37 | 8.43 |
| | | | | | Steady and persistent | 18.69 | 29.27 | 10.58 |
| | | | | | Confident and optimistic | 23.01 | 41.53 | 18.52 |
| | | | | | Resolute and sagacious | 16.58 | 17.03 | 0.45 |
| | Discriminating innovation | 67.25 | 69.17 | 1.92 | Achievement Motivation | 53.84 | 66.55 | 12.71 |
| | | | | | Adaptability in the face of changing circumstances | 17.51 | 32.43 | 14.92 |
| | | | | | Emotional self-control | 20.69 | 29.12 | 8.43 |
| | | | | | Ability to think outside the box | 7.96 | 9.22 | 1.26 |
| Entrepreneurial capacity | Opportunity For ideas | 19.73 | 26.39 | 6.66 | Competitive awareness | 33.21 | 42.11 | 8.90 |
| | | | | | Strategic thinking | 24.64 | 28.92 | 4.28 |
| | | | | | Clear career planning | 16.10 | 21.78 | 5.68 |
| | | | | | Ability to recognize entrepreneurial opportunities | 18.31 | 23.16 | 4.85 |
| | | | | | Sustainable thinking skills | 7.74 | 11.07 | 3.33 |
| | | | | | | | | |
| Resource acquisition | 9.02 | 13.76 | 4.74 | Effective communication skills | 11.16 | 19.20 | 8.04 | |
| | | | | Fund-raising capacity | 6.27 | 6.41 | 0.14 | |
| | | | | Interpersonal skills | 45.89 | 57.28 | 11.39 | |
| | | | | Ability to grasp the market | 21.73 | 27.89 | 6.16 | |
| | | | | Ability to integrate and access resources | 9.52 | 12.61 | 2.99 | |
| | | | | | | | | |
| Risk prevention | 15.02 | 15.54 | 0.52 | Acquisition of risk prevention skills | 21.44 | 15.79 | -5.65 | |
| | | | | Practical application of risk prevention skills | 13.99 | 9.56 | -4.43 | |
| | | | | Resilience and risk aversion | 12.84 | 5.73 | -7.11 | |
| | | | | | | | | |
| Operational practices | 56.23 | 61.12 | 4.89 | Ability to rationally apply specialized knowledge in practice | 25.62 | 31.57 | 5.95 | |
| | | | | Managing organizational capacity | 9.54 | 14.91 | 5.37 | |
| | | | | Crisis response capacity | 10.81 | 13.11 | 2.30 | |
| | | | | Teamwork skills | 27.06 | 43.26 | 16.20 | |
| | | | | Capacity for lifelong learning | 8.17 | 11.60 | 3.43 | |
| | | | | Ability to identify and solve problems | 10.34 | 19.51 | 9.17 | |

4. Quantitative Comparative Analysis of Specific Indicators

4.1. Positively Moving Factor Indicators

In the questionnaire survey. The indicators of self-confidence and optimism in basic innovation. Adaptability in discriminative innovation. Competitive awareness in idea opportunity, interpersonal ability in resource acquisition. And teamwork ability in action practice reflects that the "Internet +"competition has a great positive impact on the cultivation of college students' innovation and entrepreneurship awareness and ability [8]. The indicators reflect that the "Internet+" competition has a great positive impact on the cultivation of innovation and entrepreneurship awareness and ability of college students. All the indicators show positive changes, with specific changes of 18.52%,14.92%,8.90%,11.39%and 16.20%In addition through the comparative analysis of the indicators in Table 2it can be found that after participating in the "Internet+" competition, many college students think that their divergent thinking in discriminative innovation has not been better expanded.

The same is true for the indicators of strategic thinking, the ability to recognize entrepreneurial opportunities, and the ability to think sustainably the ideas and opportunities. Except for the sense of competition [9]. Which did not increase by more than 5%, Access to resources is an extremely weak area for on-campus students, and inaction practice, except for the ability to work in a team, other elements of the indicators did not rise significantly.

4.2. Indicators of Elements Moving in the Opposite Direction

The four indicators of risk prevention, namely risk prevention awareness, mastery of risk prevention skills, practical application of risk prevention skills, and ability to resist and avoid risks have a more obvious reverse effect on the self-perception of innovation and entrepreneurship ability of college students after participating in the "Internet" competition [10]. Before and after the participation in the competition. there is a decrease of 19.46%.5.6%,4.43% and 71% respectively The main reasons for this situation are as follows; 1) most of the institutions of higher education have not yet set up compulsory courses and departmental institutions for the education of innovation and entrepreneurship risk prevention awareness of college students: part of the institutions are hindered by the long time and cumbersome process of upward declaration and approval: part of the institutions is due to the need of streamlining the administrative functions of the university: and part of the institutions consider that economic and management talents are not the main cultivation direction of the university, and many important educational resources cannot be provided on a priority basis. Some universities consider that economic and management talents are not the main training direction of the university, and many important educational resources cannot be provided on a priority basis. 2 The instructors themselves lack the study and research on risk prevention skills and do not emphasize the cultivation and enhancement of the risk prevention awareness of innovation and entrepreneurship of college students. Most of the teachers are in the process of guiding students to participate in the "Internet" +competition the first concern is the systematic logic and operability of the project, even if it is writing a business plan [11]. The risk avoidance section will be placed at the end of the content and is a reference to the previous year's Internet+" competition. The content is based on the excellent works of the previous years' "Internet +"competition and "Youth Creation" and there is a lack of comprehensive and reasonable analysis of the real risks of the project and the corresponding effective countermeasures. College students have not been involved in the shopping mall to get fully honed, it is easy to form the inertia of the "field" thinking. "Internet +"Contest for most of the participating students, but more just a tool to win awards or increase the competition experience and experience of a channel! Only a few participants regard it as a large-scale "business competition platform. And there is an obvious weakening of the prediction of innovation and entrepreneurship risks, skill mastery, and practical application.

4.3. Indicators of Elements that Highlight Disadvantages

The most notable indicator of disadvantage is the ability of university students to raise funds with a variation of only 0.14 percent. Students tend to avoid the opportunity to engage in social activities out of concern for their safety even for students who study accounting and financial management there are not many opportunities for them to come into contact with the operation and circulation process of funds during their undergraduate studies even if they can enter an enterprise for internship. They will only be engaged in simple clerical work within a short period and it is difficult for them to come into contact with the capital business of the internship unit. So their experience in commercial financing and fund management will be relatively weak. The "Internet +"Contest is divided into five tracks: the main track of high education, the youth red dream journey track, the vocational education track, the budding track, and the proposition industry track [12]. This 8th "Internet +" Competition on-campus audition only selected the main track of high education and the youth red dream journey track as the direction of participation. The undergraduate group of the main track of high education -in addition to the creative group, the start-up group, and the growth group put forward higher requirements for the degree of implementation of financing management. capital operation and other elements in both the commercial dimension and the team dimension of the undergraduate group of the Youth Red Dream Building Journey Competition -the commercial group also similarly emphasizes the degree of integration between social capital and the protection taking into account both economic value and social value, In contrast [13]. The Public Welfare Group and the Creative Group are mainly oriented to social value without profit-making. And have lower requirements for commercial financing. Capital rotation and other aspects. Selected by the preliminary round of the secondary colleges and recommended by the key, a total of 298 projects were into the school-level competition, of which 103projects in the high

education track, 195 projects in the travel track, were shortlisted for the final roadshow and defense. Competing for the gold, silver, and bronze awards for 12 projects. 2 projects in the high education start-up group. Accounting for 16.67%:4projects in the high education creativity group. accounting for 33.36% of the 2 processes in the public welfare group of the Red Travel Group, accounting for 16.67%; Red Brigade Business Group 4, accounting for 33.33%. There are 13 projects awarded with school-level merit awards,3 in the Higher Education Creative Group, accounting for 23.08%; 3 in the Red Travel Public Welfare Group. Accounting for 23.08% and 7 in the Red Travel Business Group. Accounting for 53.85% Combined with Figure 1 and Figure 2. It can be concluded that: Zhanjiang College of Science and Technology students participate in the "Internet +Competition declared a relatively decentralized track, pay more attention to avoid the weak ability of college students to raise funds this disadvantage.

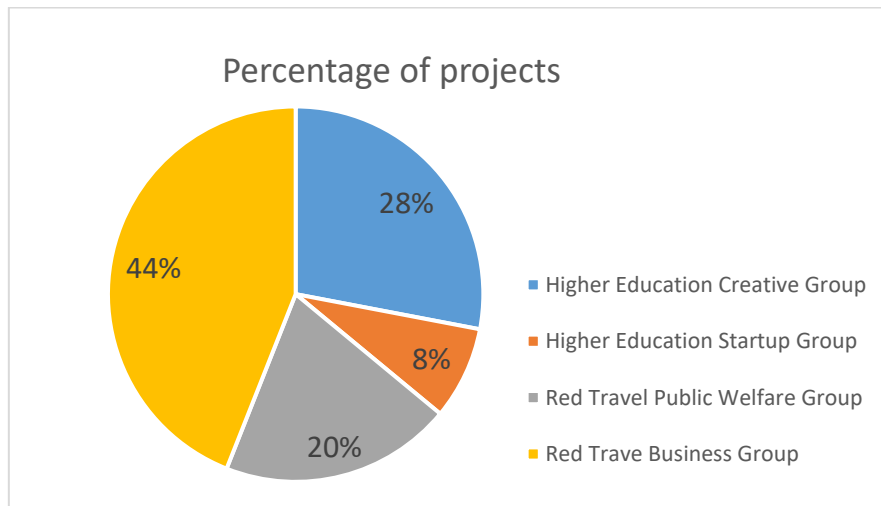


Figure 1: Percentage of Awarded Projects

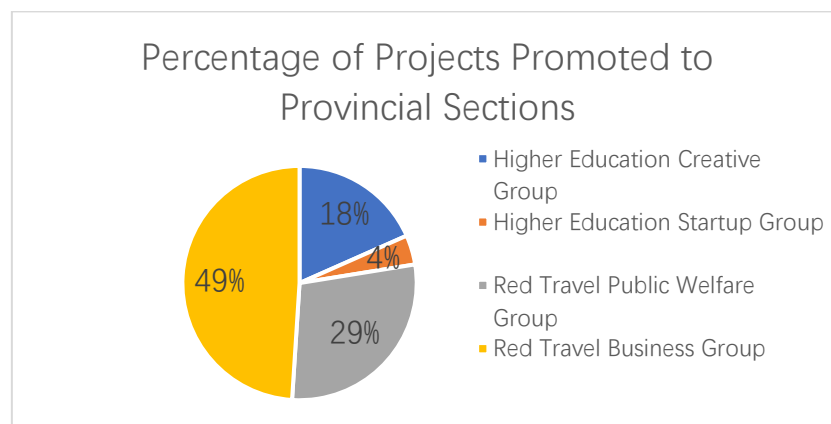


Figure 2: Percentage of Projects Promoted to Provincial Sections

5. Recommendations for Countermeasures

5.1. Increasing the Number of Compulsory Courses and Specialized Institutions for Innovation and Entrepreneurship Training. And Improving the Awareness of Innovation and Entrepreneurship Risks and Technical Skills of All Teachers and Students of the University

College students themselves should strengthen their awareness of innovation and entrepreneurship risk prevention, change the traditional exam-based education and the there-oriented "mentality, expand divergently thinking, and enhance their awareness and ability to prevent and resolve major risks and crises. (2) Each year, the university should draw outstanding teachers from each college to form a backbone team to conduct necessary innovation and entrepreneurship risk prevention skills training. and invite excellent instructors from key universities to give teaching lectures on "Internet +"competition, and conduct pre-competition risk training for teachers who lack experience in creating competitions (3) Facing the actual needs of the "Internet+" competition strengthen the investment of

the School of Innovation and Entrepreneurship in risk prevention education, the college need to establish special research institutions and practice links. and establish close contact with the science and technology innovation department of each college ar class science and innovation committee members, to regularly provide the latest research and practice results for the students. They would provide the necessary risk prevention skills training to the teachers who lack "experience in creating competitions" by inviting the excellent tutors of key universities to give teaching lectures (4)The college can break the disciplinary communication barriers between the second-level colleges .Teachers of different majors should take the opportunity of participating in the "Internet +" competition to reach a consensus on resisting innovation and entrepreneurship risks to realize interdisciplinary docking exchanges [14]. The college manage to encourage the combination of professional and technical teachers with economic and management teachers to continuously improve the risk prevention guidance ability.(5)The college should Increase the mandatory courses on innovation and entrepreneurship risk prevention and control. Normally, setting up hypothetical competitors, sand table deduction, case roadshows, and other ways increase the training in strategic thinking. The ability to identify entrepreneurial opportunities and the ability to think sustainably and help students to form crisis awareness and bottom-line thinking as soon as possible; (6) Introducing high-quality talents with enterprise work experience or have already succeeded in starting their own business to teach at the university, and specialize in teaching students how to avoid all kinds of innovation and entrepreneurship risk crises, the During the period when the Internet +competition is being carried out. A strong team of consultants will be formed to serve as project instructors to the exceptionally outstanding teams, to fully explore the potential of students.

5.2. Strictly Examining the Authenticity and Feasibility of the Participating Projects and Escorting the Incubation and Landing of the Projects

Taking the 8th "Internet+" Competition as an example the Ministry of Education has emphasized the original innovation of school students and strengthened the verification of the authenticity and effectiveness of the participating projects in the "Notice on the 8th China International "Internet+" Innovation and Entrepreneurship Competition for College Students" based on this consideration, teachers and students must pay more attention to the polishing of the systematic logic of the project plan, the expert judges in the school-level blind auditing stage is this criterion in a prominent position, and most of the teams in the creative group of higher education and the creative group of the Red Brigade were selected because the feasibility and realism of the project had to be considered, and the possibility of landing was relatively low [15]. Therefore, the incubation of excellent ideas should be the first element to be considered in the risk awareness of innovation and entrepreneurship. and creative ideas with relatively low commercial value and technical threshold should be reasonably excavated, but they can be appropriately introduced as the auxiliary industry of the participating projects to improve the added value of the projects. To improve the adaptability of the participating projects and avoid unnecessary access risks, Zhanjiang Institute of Science and Technology can take the following measures: (1) each secondary college in the selection process of the preliminary round at the college level, for the outstanding creative team to go through the repeated assessment of the internal college jury panel, if it fails to reach the required average score or fails to obtain the passage of two-thirds of the votes of all the jury members, it will be resolutely not be adopted; (2)" Internet+" Competition Intramural Competition shall strictly examine the feasibility and execution progress of each participating project including through-track projects by the judging rules of the event. and hire experienced provincial experts to give constructive comments from a professional perspective on the projects that have been unsuccessful or are being prepared to be submitted to the provincial competition. And constantly push the feasibility of the participating projects to a higher. The feasibility of the projects will be constantly pushed to a higher level.

5.3. Adhere to the Multi-party Linkage among Schools. Enterprises and Students to Comprehensively Improve the Comprehensive Management Ability of University Students in Respect of Funds

(1)The college should encourage students to actively participate in the "Internet +"competition. And advocate the implementation of the"1+2+" talent model for the project team with capital raising and operation. One accounting student. Two financial management students. One financial engineering student, and then assign teachers with rich practical experience in investment and financing to guide; (2) establish a talent selection mechanism for capital operation and select special personnel in charge of financing and finance. [16] The project team should implement the" 1+2+1talent allocation mode, i.e.one accounting student, two financial management students, and one financial engineering student. And assist teachers with rich practical experience in investment and financing to suicide the project team; set up a talent selection mechanism for capital operation, select special personnel in charge of

financing and financial affairs, and arrange excellent instructors by the university to conduct comprehensive and detailed training on basic fund management. and interpret and study the policies of the state subsidizing college students' innovation and entrepreneurship; (3) the leading organizations at the university level or the second-level colleges can try to cooperate with external innovation and business partners to promote the project team's development secondary colleges can try to establish a two-way guidance development mechanism with off-campus innovation and entrepreneurship financing institutions to realize the docking and integration of production and research. Make full use of the school's existing or introduced high-quality digital intellectualization platform resources, and create a capital wind evaluation management center jointly with the Beibu Gulf incubation Base on campus. Broaden the avenue of practical training in capital management. And improve college students' capital fund-raising and management ability; (4) classify the entries in the declared Higher Education Main Circuit and the Youth Red Dream Building Circuit in terms of whether or not to pay attention to the effectiveness of capital and encourage teachers and students to encourage students and faculty members to make use of their strengths and avoid their weaknesses, and carefully consider whether to put their projects into the track categories that are more focused on fund management. (5) To further strengthen the professional cognitive internship and the second classroom practice of accounting and economic management students, and to create more opportunities for students to do internships in enterprises and come into contact with social capital during the summer and winter vacations.

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