

Practical Path of Cultivating College Students' Innovative and Entrepreneurial Ability from the Perspective of "Internet Plus"

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Abstract: *In the era of "Internet plus", China's higher education should achieve new development and cultivate innovative and entrepreneurial talents that meet the needs of society, which is the inevitable requirement of the development of the times. However, there are still some problems in the concept, curriculum and teachers of innovation and entrepreneurship education in colleges and universities. Based on this, from the perspective of "Internet plus", this paper expounds the necessity of cultivating college students' innovative and entrepreneurial ability, analyzes the present situation of cultivating college students' innovative and entrepreneurial ability, and puts forward corresponding practical paths, aiming at further improving the quality and level of talent training in colleges and universities.*

Keywords: *Internet; Cultivation of innovation and entrepreneurship ability; Practical path*

1. Introduction

Under the tide of digital age, "Internet plus" has become the core force to promote the transformation and upgrading of various industries. As the main force in the new era, college students' innovative and entrepreneurial ability is directly related to the future development of the country and social progress. However, the traditional education system is often difficult to meet the current needs. In this context, how to cultivate college students' innovation and entrepreneurship ability from the perspective of "Internet plus", to ensure that they can adapt to the rapidly changing market environment and create value for society, has become an urgent problem to be solved in the field of education.

2. The importance of cultivating college students' innovative and entrepreneurial ability from the perspective of "Internet plus"

2.1 Training Talents to Adapt to the Digital Economy

As the most dynamic and potential economic form at present, digital economy has become the main driving force of global economic growth, especially in the context of "Internet plus", and has become the innovation engine of all walks of life. In order to cope with this economic transformation and development trend, it is necessary to cultivate a group of talents with innovative thinking, digital skills and entrepreneurial spirit. College students are the backbone of the country and society in the future, and their education and training directly affect the competitiveness of the country in the digital economy.[1] Therefore, colleges and universities should not only provide traditional academic education, but also integrate innovation and entrepreneurship education into the education system, so that students can deeply understand digital technology, master entrepreneurial methods and form innovative thinking that adapts to the digital economy. This can not only ensure that students can quickly integrate into the digital economy after graduation, but also provide strong talent support for the development of the national digital economy. From the perspective of "Internet plus", colleges and universities not only meet the development needs of individual students, but also respond to the urgent needs of the country for digital economy talents and promote the sustained and healthy development of the national economy.[2]

2.2 It helps to promote the deep integration of universities and industries

With the wide application of digital technology and Internet, the industry's demand for talents with digital thinking and innovation and entrepreneurship is increasing. As the cradle of personnel training, colleges and universities have the responsibility to deliver such outstanding talents to the industry. By

strengthening innovation and entrepreneurship education, students can not only understand the latest development trends and technical needs of the industry, but also carry out targeted study and practice according to these needs. The deep integration of universities and industries is not only the docking of talents, but also the sharing of knowledge, technology and resources. Universities have rich academic research and technical accumulation, while industries have practical application and market-oriented experience. The deep integration between them can promote the innovation and application of knowledge and promote the rapid transformation and popularization of technology. At the same time, the deep integration of universities and industries is also conducive to the formation of a mutually beneficial and win-win cooperation model. Colleges and universities can provide students with more practical opportunities and employment channels, while industries can obtain high-quality talents to meet their needs. Therefore, strengthening the cultivation of college students' innovation and entrepreneurship ability can not only meet the talent demand of the industry, but also establish a closer and more efficient cooperative relationship between universities and industries, and jointly promote the rapid development and prosperity of the digital economy.

2.3 Enhancing Students' Future Competitiveness and Employability

Under the background of "Internet plus", the cultivation of college students' innovative and entrepreneurial ability is directly related to their future competitiveness and employability. In today's digital age, the demand for talents in enterprises and industries has changed from single technical or management ability to more comprehensive innovation and entrepreneurial ability. This means that students with innovative thinking and entrepreneurial spirit will be more likely to stand out among many job seekers. Innovation ability is not only to invent new technologies or new products, but also to put forward new solutions to existing problems or create new demands for the market. Entrepreneurship refers to the ability to apply these innovations to practical work, and transform ideas into practical products or services, thus creating value for enterprises. At the same time, innovation and entrepreneurship training can also help students cultivate a more positive working attitude and a stronger team spirit. If college students can receive systematic innovation and entrepreneurship education during their school years, they can enhance their competitiveness and employment attraction. Therefore, strengthening the cultivation of college students' innovation and entrepreneurship ability is not only to meet the needs of enterprises and industries, but also to help students make full preparations for their future careers and ensure that they always maintain a leading position in the fierce competition.[3]

3. The current situation of cultivating college students' innovative and entrepreneurial ability from the perspective of "Internet plus"

3.1 College students' awareness of innovation and entrepreneurship is insufficient

Under the background of "Internet plus", although the concept of digital technology and innovation and entrepreneurship has been widely concerned and promoted in all sectors of society, the popularity of innovation and entrepreneurship awareness among college students is still insufficient. First, the traditional mode of higher education focuses on imparting knowledge to a great extent, which may lead students to rely more on existing knowledge and methods, but lack of exploration and attempt of new knowledge and new technology. Secondly, the current social environment has also affected college students' awareness of innovation and entrepreneurship to a certain extent. Before entering university, many students have been subjected to various pressures from family and society, such as examination pressure and employment pressure, which makes them more inclined to choose a stable work and life path, rather than taking risks to try innovation and entrepreneurship. Third, the distance from enterprises and markets also makes college students lack intuitive feelings and understanding of innovation and entrepreneurship. Most college students rarely have the opportunity to contact with enterprises and markets during their school years, and their understanding of innovation and entrepreneurship often stays at the level of books and theories, lacking practical experience and market sensitivity. This situation further strengthens college students' strangeness and distance from innovation and entrepreneurship.

3.2 The lack of an effective innovation and entrepreneurship education system in colleges and universities

From the perspective of "Internet plus", although the society's expectation for college students' innovation and entrepreneurship is increasing day by day, there are still obvious deficiencies in the current innovation and entrepreneurship education system in colleges and universities. The traditional education mode is still dominated by many colleges and universities, which pays too much attention to imparting knowledge, but is relatively weak in cultivating students' practical ability and innovative

thinking. This makes students master a lot of theoretical knowledge, but they often seem to be unable to do so in the real scene of innovation and entrepreneurship. The curriculum of innovation and entrepreneurship in colleges and universities is often too scattered and superficial, lacking systematicness and pertinence. Some courses may only stay in the explanation of entrepreneurship theory, while ignoring the key links such as practical operation and market analysis. At the same time, some colleges and universities place too much emphasis on sharing successful entrepreneurial cases in innovation and entrepreneurship education, while ignoring the difficulties and challenges in the entrepreneurial process, which may bring students too optimistic entrepreneurial expectations and lack of full understanding of the actual entrepreneurial process. Although some colleges and universities try to cooperate with enterprises to provide students with internship and practice opportunities, this cooperation is often scattered and lacks long-term planning and in-depth cooperation mode.[4]

3.3 The lack of professional innovative and entrepreneurial teachers

At present, many colleges and universities still lack professional innovative and entrepreneurial teachers with practical experience and theoretical depth. There are multiple reasons behind this situation. First, innovation and entrepreneurship is an interdisciplinary and practical field, while the traditional college teacher training and selection mechanism often focuses on academic research, ignoring teachers' practical ability and industrial experience. As a result, although many educators have made academic achievements, it is difficult to guide students to carry out effective practice in innovation and entrepreneurship education. Secondly, the lack of in-depth cooperation with industry is another reason for the lack of professional teachers in colleges and universities. In fact, many experienced entrepreneurs and educators have rich practical experience and market insight, but the connection between them and universities is often indirect, and it is difficult to form long-term cooperation. Thirdly, the examples, cases and models in innovation and entrepreneurship education are updated rapidly, while the traditional teaching contents and methods are often updated slowly, which requires innovation and entrepreneurship teachers not only to have rich experience, but also to continue learning and self-renewal, which has not been paid enough attention in the current teacher training system, which undoubtedly brings certain constraints to college students' innovation and entrepreneurship education.

3.4 The evaluation mechanism of students' innovation and entrepreneurship in colleges and universities is not perfect

Under the background of "Internet plus", many colleges and universities still adopt the traditional and academic evaluation system, which is difficult to accurately reflect students' innovation and entrepreneurship ability. For example, for students' project reports and business plans, colleges and universities tend to evaluate their format norms and theoretical depth, while ignoring their innovation and market prospects. The lack of assessment of students' practical operation in the assessment mechanism leads to students' excellent performance in theoretical knowledge, but unsatisfactory performance in real entrepreneurial scenes. In the assessment of innovation and entrepreneurship education, colleges and universities often neglect the evaluation of students' soft power such as teamwork, resource integration and risk management, which occupy a vital position in the process of innovation and entrepreneurship. However, this biased evaluation may lead students to pursue a single academic achievement too much, while ignoring the comprehensive ability training in the process of innovation and entrepreneurship. Many colleges and universities still adopt traditional methods such as closed-book examinations and written reports in the assessment of innovation and entrepreneurship education, and lack assessment methods that simulate the real business environment, such as sand table simulation and actual project operation, which makes students lack practical feelings in the assessment and make it difficult to truly experience the whole process of innovation and entrepreneurship.[5]

4. The practical path of cultivating college students' innovative and entrepreneurial ability from the perspective of "Internet plus"

4.1 Strengthen the education of innovation and entrepreneurship awareness

Innovation and entrepreneurship consciousness is not only a way of thinking, but also a positive attitude towards life and future competitiveness. Therefore, colleges and universities should optimize and adjust the teaching contents and methods in many aspects. First of all, the curriculum should pay attention to the cultivation of innovative thinking, and introduce more case studies related to entrepreneurship, so that students can constantly stimulate innovative thinking in the learning process and cultivate their unique perspective of looking at and solving problems. At the same time, the educational methods should also be reformed, encouraging the interaction between teachers and students,

advocating students' active learning, especially when solving practical problems, encouraging students to use their knowledge for practical operation. Secondly, in order to further enhance students' awareness of innovation and entrepreneurship, colleges and universities should also encourage students to participate in various entrepreneurial competitions and activities, and broaden their thinking and stimulate innovation inspiration through exchanges and collisions with other entrepreneurs. Finally, in order to help students better understand the social value and significance of innovation and entrepreneurship, schools can invite successful entrepreneurs and industry leaders to share and exchange, so that students can get enlightenment from it and stimulate their enthusiasm and determination for innovation and entrepreneurship. Strengthening the education of college students' innovation and entrepreneurship consciousness is a systematic project, which requires colleges and universities to comprehensively integrate teaching contents, methods and external resources to form an organic education system, and truly realize the training goal of college students' innovation and entrepreneurship ability under the background of "Internet plus".

4.2 Building a Diversified System for Entrepreneurship Education

Under the background of "Internet plus", it is particularly crucial to provide diversified entrepreneurship education system for college students. First, the course content should cover the basic knowledge of entrepreneurship, market research, team building and project management. This can ensure that students have a comprehensive understanding of all aspects of entrepreneurship from different angles and dimensions. Secondly, the online and offline teaching methods are adopted. Online platform can provide students with abundant learning resources and simulated entrepreneurship environment, while offline field visits, simulated entrepreneurship and other activities can make students feel the actual situation of entrepreneurship more truly. Thirdly, in order to stimulate students' entrepreneurial passion, various entrepreneurial competitions, seminars and workshops can be organized regularly, so that students can exchange and share experiences with entrepreneurs from all walks of life. Fourth, colleges and universities should introduce more courses and activities related to "Internet plus", so that students can better understand the current market trends and technological development, and provide more enlightenment and direction for their entrepreneurship. Therefore, to build a diversified entrepreneurship education system, colleges and universities need to integrate and innovate in many aspects to ensure that students can better cultivate their own innovation and entrepreneurship ability in this era.[6]

4.3 The introduction and training of entrepreneurial experts and teachers

One of the cores of innovation and entrepreneurship education for college students is the construction of teaching staff. Introducing and training entrepreneurial experts is not only to meet the teaching needs, but also to build a real and efficient learning environment. To initiate the educational enhancement, it is imperative to incorporate industry experts possessing substantial entrepreneurial experience into the learning environment. This approach enables students to engage directly with seasoned professionals, fostering a comprehensive understanding of current industry and market trends, as well as the practicalities of operational processes. The participation of these experts has injected a fresh entrepreneurial atmosphere into the classroom, which makes the theoretical knowledge and practical application more closely combined. In the second phase of our approach, establishing robust partnerships with renowned business incubators, investment entities, and science and technology parks both domestically and internationally is imperative. This strategic collaboration aims to facilitate continuous exchanges and training sessions, ensuring that university educators remain abreast of the latest entrepreneurial developments and are able to enhance their teaching skills and practical expertise. In tandem, we prioritize the establishment of targeted training programs, inviting successful entrepreneurs to engage in case analyses, providing students with a wealth of practical insights. This is complemented by offering ample opportunities for hands-on entrepreneurial experience through internships and collaborative projects, thereby sharpening students' practical operational skills. To further enrich the educational experience, we commit to regularly hosting entrepreneurship forums and seminars, drawing participation from authoritative industry experts and seasoned entrepreneurs. This initiative creates an expansive platform for knowledge and experience sharing, fostering a deep and meaningful integration between students and the industry, and ultimately contributing to a richer, more comprehensive educational landscape. Through this series of measures, the aim is to build a team of entrepreneurship education teachers with both theoretical depth and practical experience, and provide more abundant and professional learning resources for college students.

4.4 Improve the evaluation standard mechanism of entrepreneurship assessment

Under the background of "Internet plus", perfecting the evaluation standard mechanism of

entrepreneurship assessment has become the key link to cultivate college students' innovative and entrepreneurial ability. First, the evaluation criteria should pay attention to comprehensive evaluation from both theoretical and practical aspects. The mastery of theoretical knowledge lays a solid foundation for students, but the real success of starting a business depends more on the application in practice. Therefore, the evaluation criteria need to comprehensively examine students' market insight, teamwork ability, project management and practical operation ability. Secondly, industry and market feedback are introduced as part of the assessment, and industry experts and investors are invited to participate in the assessment of students' entrepreneurial projects through enterprise internships, project cooperation and entrepreneurial competitions, so as to ensure that the assessment content meets the market demand. Third, we should not only pay attention to students' entrepreneurial achievements, but also pay attention to the innovative spirit, problem-solving ability and continuous learning and enterprising attitude in the process, which are often the key to entrepreneurial success. Fourthly, students are encouraged to self-evaluate themselves, so that they can deeply reflect on their gains and losses in the process of starting a business and further improve their self-awareness. Digital tools and platforms, such as online evaluation and data analysis, can also be used to make the evaluation process more objective and fair. The perfect evaluation standard mechanism of entrepreneurship assessment aims to cultivate students' comprehensive ability, ensure that they can cope with various challenges in the real business environment, and finally achieve their entrepreneurial goals.

5. Conclusion

To sum up, with the in-depth development of "Internet plus", college students' innovation and entrepreneurship education has gradually changed from an auxiliary role to a core curriculum. From strengthening the awareness of innovation and entrepreneurship, to building a diversified education system, to introducing and training entrepreneurial experts and teachers, every step is to ensure that college students can stand out in this digital era. The perfect evaluation standard mechanism provides students with a clear direction and goal. In the future, I hope more college students can create more value for the society and inject new vitality into the development of the country with their innovative and entrepreneurial abilities in the tide of "Internet plus".

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