

An Analysis of the Implementation Path of Innovation and Entrepreneurship Education in Normal Colleges and Universities under the Background of “Mass Innovation and Entrepreneurship”

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Abstract: *With the constant advance of “mass entrepreneurship and innovation”, the innovation and entrepreneurship education in colleges and universities has gradually developed against this background. As an important base for training future teachers, normal colleges and universities shoulder the mission to provide a high-quality teaching body for the society. And it seems particularly urgent and important to speed up innovation and entrepreneurship education. From the significance of stepping up Innovation and Entrepreneurship Education in normal colleges and universities under the background of “mass innovation and entrepreneurship”, this paper analyzes the development status of innovation and entrepreneurship education and the reasons behind it, and briefly dissects and discusses the specific strategies for innovation and entrepreneurship education in normal colleges and universities.*

Keywords: *normal colleges and universities; innovation and entrepreneurship education; implementation path*

1. Introduction

In recent years, as the national economy entered the “new normalcy”, “all-round innovation and entrepreneurship” has currently become an internal drive for ongoing development and progress of the national society, national economy and the whole society. Innovation drive, in essence, is the innovation of knowledge and the innovation of talents. However, universities are not only important venues to cultivate and reserve future knowledge talents, but also a fresh force to implement the strategy of innovation-driven development and carry forward “mass innovation and entrepreneurship”. On many occasions, President Xi has repeatedly stressed that we must attach importance to the education and cultivation of contemporary college students’ innovation awareness and lay emphasis on to the education and cultivation of high-quality versatile talents with strong innovation awareness and good innovation abilities. [1] As a part of colleges and universities, the in-depth research on the innovation and entrepreneurship education of normal colleges and universities can help them clearly define their development orientation and working ideas, thereby promoting the sustainable development of normal colleges and universities in an all-round way.

2. Analysis of the Important Value of Stepping up Innovation and Entrepreneurship Education in Normal colleges and universities under the Background of “Mass Innovation and Entrepreneurship”

2.1 Launching innovation and entrepreneurship education is an urgent need to deepen the comprehensive reform of higher education

In a series of documents issued by the Chinese education sector in 2016, it was specifically noted that “innovation and entrepreneurship education should be regarded as an inherent demand and due meaning of the all-round improvement of the quality of higher education and innovation spirit, entrepreneurship awareness and innovation and entrepreneurship ability should be treated as important indicator for evaluating the quality of talent cultivation”. [2]At present, many normal colleges and universities have shown a trend of compressive development in its school running direction. By stepping up general education and professional education, they strive to promote teaching quality and

managerial skills, and explore concrete strategies for innovative education under the post-transformation education model. The core of innovation and entrepreneurship education should regard the education of innovative talents as its basic direction for all-round educational reform and innovation. [3] Thus, to step up innovation and entrepreneurship education in an all-round way has become one of the objective needs for many normal colleges and universities to speed up the modernization of education and launch a comprehensive reform of education.

2.2 Stepping up Innovation and Entrepreneurship Education in normal colleges and universities is an inevitable choice to relieve the employment burden of normal college students

According to relevant data, there is a steady growth in the number of college graduates in our country every year, and college students are faced with the grim problem of employment. With the increasing popularity of higher education, relevant data from 2010 to 2017 indicated that the total number of college graduates in our country was up to about 50 million. In 2017 alone, the number of college graduates reached 7.95 million, an increase of 160,000 over the previous year. [4] At the same time, with the reform of the teacher recruitment system in recent years, there appeared a phenomenon that schools at all levels, especially primary and secondary schools in rural areas were merged. This indirectly reflected that the number of primary and secondary school students in rural areas had continued to decrease. It can be seen that with the ongoing decrease of schools and students, the jobs provided by schools also gradually decreased, and the main employment direction of normal college students is primary and secondary school teachers. As a consequence, more and more normal college students are faced with enormous stress. Besides, with the unveiling of *The Interim Measures for the Qualification Examination of Primary and Secondary School Teachers*, the “privilege” that normal college students can obtain a teachers’ qualification certificate as long as they have completed relevant courses by the time of graduation was abolished, they had to take a teachers’ qualification examination with others, which undoubtedly increased the employment difficulty of normal college students at another level. The employment of college graduates from Chinese colleges and universities, including normal colleges and universities, is not optimistic. To step up Innovation and Entrepreneurship Education in normal colleges and universities has become one of the inevitable choices to alleviate the employment difficulty of normal college students.

2.3 Stepping up innovation and entrepreneurship education in normal colleges and universities is an important measure to improve the abilities of normal college students

Normal colleges and universities are designed to cultivate teachers who can impart knowledge, educate people and devote their whole life to the cause of education. However, by far, due to the restriction of previous history and culture, and the concept of seeking stability and practicality formed after long-term development, most normal colleges and universities in China keep on the rails and follow a stereotype routine in the context of innovation and entrepreneurship development in the new era. They are not as bold as other engineering colleges and comprehensive universities in reform and constant innovation. For normal colleges and universities, to launch innovation and entrepreneurship education can stimulate the inner potential of normal college students. Normal college students have their own career goals and value pursuits. To lead them to improve their self-abilities and encourage them to blend innovation and entrepreneurship awareness into daily study and work and continue to enhance their integrated qualities, not only satisfy the needs of the current society for innovative and entrepreneurial talents, but also serves as a basic premise for students to obtain stable jobs in the future. Thus, to actively explore the implementation path for innovation and entrepreneurship teachers in normal colleges and universities and step up innovation and entrepreneurship education in normal colleges and universities is an important measure to optimize the self-abilities of normal college students.

3. The Development Status of Innovation and Entrepreneurship Education in Normal colleges and universities and the Reasons Behind it

3.1 Ambiguous goal of innovation and entrepreneurship education

At present, China vigorously supports the innovation and entrepreneurship of college students. Nevertheless, there are still many normal colleges and universities that do not pay enough attention to innovation and entrepreneurship education and the goal remains ambiguous. Still, some normal

colleges and universities fail to lay emphasis on innovation and entrepreneurship education in their educational and teaching philosophy, believing that it has nothing to do with themselves. They put the emphasis of their work on professional education of normal college students, and fail to achieve the great value of innovation and entrepreneurship education for themselves and future development of students. Even though some normal colleges and universities include innovation and entrepreneurship education in their talent education and training mode, the specific teaching mode resembles those of other comprehensive universities, as well as universities of science and engineering. They haven't formed a unique development mode and can hardly demonstrate the characteristics of "normal colleges and universities".

3.2 The imperfect and unsound innovation and entrepreneurship education system

Innovation and entrepreneurship education system should be a complete set of institutional systems that integrate all aspects that are related to it. The core is innovation and entrepreneurship education. At the current stage, the innovation and entrepreneurship education in some colleges and universities in China is still in its infancy. The education system is imperfect. Especially a favorable atmosphere hasn't been formed for innovation and entrepreneurship in terms of environment. Despite the implementation of policies, in most of the cases, they just "follow suit" and "touch superficially", the actual sponsorship is far from enough. The examination and approval of financial support is long-lasting and difficult, and the fund is only a drop in the bucket. The abilities for legal protection and consulting services are limited and the scope is not large. In addition, a systematic and collaborative curriculum system for innovation and entrepreneurship education that effectively integrates innovation and entrepreneurship education with professional education and connects innovation and entrepreneurship resources inside and outside the schools in an organic manner hasn't truly taken shape. [5]

3.3 The curriculum system for innovation and entrepreneurship education is weak

In recent years, many normal colleges and universities have given courses and trainings related to innovation and entrepreneurship to step up the cultivation of normal college students' innovative and entrepreneurship abilities. Nevertheless, there are still some problems in the construction of the innovation and entrepreneurship curriculum system, such as unitary curriculum content and insufficient teaching faculty. The innovation and entrepreneurship courses need to be offered by teachers with profound expertise and rich practical experience. At present, however, most of the teachers of innovation and entrepreneurship courses in normal colleges and universities are part-time teachers from other subjects, or cadres in student affairs offices and counselors who have never received any professional training on innovation and entrepreneurship. This reduces students' awareness and acceptance of innovation and entrepreneurship knowledge to a certain extent, and some negative phenomena appear, for example, the teaching quality is low. On the other hand, many normal colleges and universities are still very conventional in innovation and entrepreneurship courses, and follow the outdated teaching form in which teacher explains and students take notes and listen passively. There are even fewer innovation and entrepreneurship education courses centered on students. The proportion of innovation and entrepreneurship class hours in the whole teaching system is very small. A comprehensive and systematic curriculum system for innovation and entrepreneurship education has not yet been fundamentally built, which remains to be updated and improved.

3.4 Normal college students have outdated concept and insufficient abilities for innovation and entrepreneurship

Although many normal universities and colleges has begun to carry out preliminary exploration and research into innovation and entrepreneurship education, the concept and understanding of innovation and entrepreneurship have not entirely changed. It is believed that innovation and entrepreneurship are just about "running a company" and "working as a boss", so there is a conceptual deviation in the publicity of innovation and entrepreneurship education for normal college students. For this reason, normal college students lack adequate awareness about the concept of innovation and entrepreneurship and have an ambiguous sense of innovation and entrepreneurship. On the other hand, many normal college students don't position themselves accurately, and their employment concept is too obsolete and old-fashioned. Subjectively, they believe they can just work as teachers after learning professional knowledge related to normal education during the college. If they don't work as teachers, their expertise learned will be wasted if not used. Still, some normal college students know nothing

about the general employment context of the society and always wish to work and get promoted in first-tier cities. In their self-consciousness, they are very reluctant to work in small and medium-sized cities and rural areas.

In a word, most of the normal college students know little about innovation and entrepreneurship, and don't have the abilities required to innovate and start a business. They are still immersed in the outdated employment concepts that "working as a teacher is a stable and lifelong job" and "the country has good policies for normal college students", which seriously reduces the probability of successful entrepreneurship of normal college graduates after graduation.

4. The New Path to Implement Innovation and Entrepreneurship Education in Normal Colleges and Universities

4.1 To deepen the new concept of innovation and entrepreneurship education

UNESCO raised the concept of "entrepreneurship education" as early as 1989. Specifically speaking, it required that college students should not only obtain academic certificates and vocational qualification certificates for different majors, but also gain graduation certificates for innovation and entrepreneurship in skills related to their professional development. [7] The convening of this seminar has ushered in a new educational philosophy to the world, and put innovation and entrepreneurship education on an equal footing with professional degree education and vocational education. As a matter of fact, many comprehensive universities, as well as universities of science and engineering have already formed an innovation and entrepreneurship education model that conforms to the educational and teaching characteristics of themselves. To this end, normal colleges and universities should take the initiative to approach these colleges and universities, and gradually explore an innovation and entrepreneurship education model that fits for the characteristics of teaching, education and talent training in normal colleges and universities, through field trips, experience exchange and sharing meetings, and lectures, etc.

4.2 To strive to build a good platform for innovation and entrepreneurship education

To promote the deep development of innovation and entrepreneurship education, we should build a good platform for innovation and entrepreneurship education, while ensuring the richness and diversity of the approaches and forms of innovation and entrepreneurship education. First of all, to build a practice base for innovation and entrepreneurship education, and cultivate students' good psychological qualities and more abundant entrepreneurial skills through practical training. Most of the normal college students go to primary and secondary schools for internship or to take up work on behalf of others. Each normal college and university can reach intentions of cooperation and sign contracts with relevant enterprises outside the school according to their own situations. Send normal college students to relevant enterprises in batches to give special and targeted trainings on students' innovation and entrepreneurship abilities. Secondly, to optimize the innovation and entrepreneurship clubs and associations of the school, integrate resources and actively launch innovation and entrepreneurship salons, exhibitions and other activities. Thirdly, to organize a variety of innovation and entrepreneurship competitions, such as "vocational skill competitions" and "entrepreneurial marketing competitions", etc. and set up a good interactive platform for students to innovate and start a business, lay emphasis on research and discussion, continue to reinforce normal college students' innovation and entrepreneurship awareness and cultivate their practical abilities. Fourthly, to set up new media service platforms such as "Communication Group on Innovation and Entrepreneurship" and "Micro-class on Innovation and Entrepreneurship", blend excellent resources inside and outside the schools, and achieve the open fusion and interoperability of innovation and entrepreneurship education.

4.3 To Refine the New System for Innovation and Entrepreneurship Education

To begin with, we should set up a perfect education system for innovation and entrepreneurship courses, take innovation and entrepreneurship courses as the major path to increase students' innovation and entrepreneurship awareness, not only providing regular innovation and entrepreneurship courses, but also opening innovation and entrepreneurship courses with the characteristics of normal colleges and universities, according to their development features, adding the training of entrepreneurial skills to the courses, etc., incorporating it into the professional teaching of disciplines, and fostering correct entrepreneurial values. Teach students skills related to innovation and

entrepreneurship in the professional teaching of normal courses, guide them to establish a positive and correct concept of innovation and entrepreneurship, strive to become leaders in the innovation and entrepreneurship spirit of primary and secondary school students and impart innovation and entrepreneurship spirit to them. Secondly, to innovate traditional teaching methods. Allow students to experience through rich and diversified learning forms, such as online courses, exhibitions of professional achievements and extracurricular practice. Also, we should develop school-based teaching materials, MOOC courses, micro courses, etc. and other learning contents related to innovation and entrepreneurship for students to learn. The teaching forms mustn't stick to one pattern, but include discussion, sharing and heuristics, etc., to infiltrate the current advanced concept of innovation and entrepreneurship into professional teaching in a timely manner, so as to mobilize and step up students' innovative and entrepreneurial awareness and inspire their aggressive entrepreneurship.

4.4 To cultivate new a teaching faculty for innovation and entrepreneurship education

With a view to achieve the fundamental development and breakthrough of innovation and entrepreneurship education, a professional teaching faculty is indispensable. Therefore, normal colleges and universities should actively explore and build a teaching faculty for innovation and entrepreneurship education that fits for their own development. First of all, we take advantage of campus resources to select a group of teachers, administrators and excellent counselors, etc. with experience in student work, send them to join in innovation and entrepreneurship programs regularly, also send them to go deep into social enterprises for innovation and entrepreneurship practice, continue to accumulate practical knowledge, experience and skills related to innovation and entrepreneurship, expand the knowledge scope and vision of innovation and entrepreneurship and build a team of high-quality innovation and entrepreneurship teachers with both expertise and practical ability for innovation and entrepreneurship. Secondly, to recruit well-known entrepreneurs or personnel with rich experience in innovation and entrepreneurship from outside the schools as external experts and mentors for students in terms of innovation and entrepreneurship practice, thereby deepening normal college students' understanding of innovation and entrepreneurship education. Thirdly, to recruit full-time teachers. For example, normal postgraduates and doctoral students in the majors of management, finance and economics not only have a lot in common with normal college students, but also gain a deeper insight into students. They can provide better services for students, and naturally strengthen normal college students' awareness of independent innovation and entrepreneurship subtly.

5. Conclusion

In short, it is an inevitable need for the current social and economic development and national development strategy to carry out innovation and entrepreneurship education in normal colleges and universities [8]. For this reason, college educators are required to clearly define the focus of innovation and entrepreneurship work. Normal colleges and universities especially need to combine theoretical knowledge with practical experience, to set up an innovation and entrepreneurship education system with their own characteristics, and make it run through the whole normal education. Only in this way can a group of normal college students who are optimistic, confident and bold to challenge be cultivated, and transmit the spirit of innovation and entrepreneurship to the next generation, so that there will be a new hope for the ideal of innovation and entrepreneurship across our motherland.

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