

How to Realize the “Precise Supply” of Innovation and Entrepreneurship Education in Colleges and Universities

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ABSTRACT. *The cultivation of innovative and entrepreneurial talents is the core issue facing the reform of supply-side education in higher education institutions. It is not only related to the success or failure of comprehensive reform of higher education, but also directly related to the strategic adjustment and transformation of social and economic structure. This paper will reflect on the current difficulties in the innovation and entrepreneurship education of colleges and universities under the “precise supply”, and put forward the countermeasures to achieve the “precise supply” of innovation and entrepreneurship education in colleges and universities, so as to improve the quality of innovation and entrepreneurship education in colleges and universities.*

KEYWORDS: *Colleges and universities, Innovation and entrepreneurship education, Precision supply*

1. The "precise supply" dilemma of colleges and universities

1.1 Education Mode Rigid Content Single

At present, the concept of innovation and entrepreneurship education in China's colleges and universities is relatively backward, and it is not closely related to professional education. Many colleges and universities have a single mode of innovation and entrepreneurship education [1], which does not have their own characteristics, which makes the talents cultivated by colleges and universities unable to meet the needs of the society. This is also an important reason for the difficulty of college students in employment and entrepreneurship. At present, although some colleges and universities have established innovative and entrepreneurial education mechanisms based on the economic development, cultural resources and school-running characteristics of the region, most of the innovation and entrepreneurship education in universities still have problems such as rigid, uncharacteristic and unchanging educational models. Most colleges and universities are mainly specialized courses, supplemented by entrepreneurship education, lacking the effective combination of professional courses and entrepreneurship education; in terms of teaching methods, most colleges still adopt the mode of teaching, rarely use case-based, heuristic teaching methods; The innovative and entrepreneurial textbooks used are similar in content, lacking textbooks with local characteristics; in addition, most of the training bases constructed by universities do not have the characteristics of integration of production, education and research, and cannot meet the actual needs of students[2].

1.2 Unable to Share Teaching Resources

The supply-side reform of innovation and entrepreneurship education should focus on the integration of resources. At present, due to the influence of utilitarianism, there are still some problems in the process of university resource integration. There is no comprehensive platform for resource sharing of innovation and entrepreneurship education in colleges and universities, which usually shows the following aspects [3]:

Insufficient integration of resources in a university, not all universities have carried out innovation and entrepreneurship education, and there are still some departments that do not cooperate and are not coordinated.

Second, there is no inter-school resource sharing platform. In many areas of China, there is no provincial or regional inter-school innovation and entrepreneurship alliance, and there is no sharing of innovative and entrepreneurial education resources such as teachers and training bases.

Third, there is no system for in-depth cooperation between universities, enterprises and society. There is less cooperation with other entrepreneurial education and service organizations, and no regional cooperation and

entrepreneurship service platform has been established.

The fund cooperation platforms established by the four government departments and venture capital companies are relatively backward, lacking innovative and entrepreneurial education resources such as internship practice and project funds.

Five did not establish a perfect creative docking platform. The university did not strengthen communication with the innovation and entrepreneurship incubator bases such as Maker Space and Maker Factory, which caused some projects of the Entrepreneurship Competition to stay in the planning stage and could not be implemented due to lack of funds.

1.3 Teacher's Professional Ability is Poor

A lack of full-time teachers. Most of the innovative and entrepreneurial teachers in some universities are part-time teachers of the employment and academic system, and may even be teachers who love entrepreneurship education. Lack of entrepreneurial experience and practical ability, and more teaching based on the content of the textbook [4].

Second, lack of professional teachers. Affected by the characteristics of running a school and the professionalism, some colleges lack professional innovative and entrepreneurial teachers, and the foundation of the teaching staff is relatively weak, especially in some local normal colleges.

Three lack of experienced teachers outside the school. Under the influence of professional structure, it is difficult for colleges and universities to hire teachers who have work experience and practical ability outside the school to serve as innovative and entrepreneurial teachers.

The four teachers are poorly treated. Because colleges and universities have not solved the problems of teacher ownership and teacher treatment, which has affected the enthusiasm of teachers to participate in innovation and entrepreneurship education, this is also unfavorable for the development of innovation and entrepreneurship education.

2. Realizing the “Precise Supply” Coping Strategies for Innovation and Entrepreneurship Education in Colleges and Universities

2.1 Change the Concept of College Education

First of all, teachers should pay attention to cultivating students' awareness of innovation and entrepreneurship. “Double creation” education is a long-term work [5]. It is not a short-term effort to achieve good results. University leaders and teachers should pay attention to innovation and entrepreneurship education. In teaching activities, we attach importance to cultivating students' sense of innovation and entrepreneurial awareness. Teachers should change the concept of teaching and integrate quality education into teaching activities. Teachers should establish a teaching concept based on students' free development, correctly guide students, cultivate the initiative of students' development, and help students establish innovative personality for future students. The foundation for development.

Second, establish an innovative campus culture. The cultural atmosphere of the campus will directly affect the educational work of colleges and universities and the professional learning of students. Therefore, in order to deepen the concept of “double creation” into the hearts of students, colleges and universities should establish an open and innovative campus culture. Colleges and universities should establish a complete mechanism of innovation and entrepreneurship, and integrate this mechanism into the teaching plan, so that college teachers and students can attach importance to “double innovation” education; colleges and universities can carry out various “double innovation” project competitions to improve the enthusiasm of college teachers and students, Improve students' sense of innovation and entrepreneurial ability[6]; colleges and universities should tolerate the failure of college students' “double creation” projects, understand and acknowledge that entrepreneurship is full of unknown risks and is not unfavorable, and improve the enthusiasm of teachers and students to participate in innovative entrepreneurship projects.

2.2 Emphasis on the Construction of College Teachers' Level

First, universities can use a variety of methods to improve the practical skills of teachers. Due to the poor

practical ability of teachers, colleges and universities should make practical opportunities for “double-creative” teachers based on the actual situation of the school and the comprehensive quality of teachers. For example, colleges and universities can allow teachers to participate in the work of business units. When assessing teachers, colleges and universities should encourage teachers to take more time to accumulate practical experience, improve teachers' practical ability, and lay the foundation for teachers' education.

Secondly, colleges and universities should strengthen the teacher's commercial quality training and business communication. “Double-creation” practice can only achieve certain effects if it obtains certain social and economic benefits. Therefore, college students' innovation and entrepreneurship have the characteristics of practicability and utilitarianism. Colleges and universities should encourage teachers to participate in business practices, participate in business training, etc., and improve the professional quality of teachers. At the same time, teachers should also strengthen exchanges with successful people, learn from the experience of these people, and improve the commercial quality of teachers.

2.3 Improve the Support Mechanism of Dual-Creation College Students

First of all, it is necessary to establish a “double innovation” system of in-depth cooperation between the government, universities and society. In order to improve the quality of “double innovation” education, the government, universities and society should cooperate in depth to establish a multi-level and diversified education mechanism. Colleges and universities should give full play to their role in “double innovation” education, establish specialized departments, strengthen communication with local governments, give full play to the role of government departments in integrating resources and policy guidance, and lay the foundation for the development of “double innovation” education; It is possible to strengthen cooperation with various enterprises and institutions and introduce a large number of social forces to promote the development of “double innovation” education.

Second, we must expand the source of college students' innovation and entrepreneurship funds. Funds have an important impact on the success or failure of innovation and entrepreneurship. Although the government departments have funds to help students start their own businesses, each university also has funds to assist students in starting a business, but it does not meet the needs of college students for entrepreneurship. Therefore, colleges and universities should organize social forces to introduce a large amount of funds to solve the financial problems of teachers and students' “double creation” practice; colleges and universities can also establish a “double innovation” guidance service center to improve the level of communication between students' entrepreneurial teams and enterprises, and use college students' entrepreneurial projects. The advantages are supported by social funding.

2.4 Establish and Improve the Dual Education Mechanism

Colleges and universities should increase the proportion of innovative entrepreneurial practice activities in the teaching mechanism. In the course of “double innovation” education, colleges and universities should change their teaching concepts and set up more diversified practical courses. Colleges and universities should encourage teachers to innovate teaching courses and teaching methods, reform teaching methods, and inspire students to participate in practical projects for teaching activities. Improve the practical ability of college students. In the various associations in colleges and universities, publicize the “double creation” education, and deepen it into the life and study of college students. Colleges and universities can also use the methods of holding debates, competitions, etc. to improve students' enthusiasm and cultivate their innovative and entrepreneurial ability. With consciousness.

3. Conclusion

At present, China is vigorously promoting the supply-side reform, which provides a new idea for the reform of innovation and entrepreneurship education, points out the correct direction for the innovation and entrepreneurship education of colleges and universities in the context of “precise supply”, and reflects on the existing problems to innovate and create education, thus effectively improving quality of education.

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