

The Involution and Path Dispelling of Colleges and Universities Innovation and Entrepreneurship Education

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Abstract: *The development of innovation and entrepreneurship education in colleges and universities is "the road to the prosperity of the country and the measure to strengthen the people". Cultivating students' innovative spirit and practical ability is not only a realistic demand for building an innovative country, but also a requirement for economic and social development. With the development of the times, the innovation and entrepreneurship education in Chinese universities has serious involution in theory and reality. Problems such as insufficient innovation and entrepreneurship awareness, weak atmosphere, and imperfect curriculum system design have become increasingly prominent. This article uses qualitative research methods and rationally analyzes the involution of innovation and entrepreneurship education in colleges and universities, and actively constructs a three-helix synergistic path of "students, colleges and universities, and social assistance" to create a benign development system for college innovation and entrepreneurship education.*

Keywords: *innovation and entrepreneurship, involution, path*

1. Introduction

Innovation is the soul of a nation's progress and an inexhaustible driving force for the prosperity of a country. In the fierce international competition, only innovators enter, only innovators are strong, and only innovators win. Through combing and summarizing relevant research in recent years, the current research mainly involves the basic theories of innovation and entrepreneurship education, development status, education model, implementation path, experience and inspiration, effect evaluation, and the relationship between innovation education and entrepreneurship education. Relevant domestic literature pays more attention to the implementation and reflection of "double innovation" education policies, excellent case studies of "double innovation" education in colleges and universities, as well as existing problems and solutions, and some scholars pay attention to foreign "double innovation" experience for reference. In addition, in recent years, the literature on the construction of the innovation and entrepreneurship education ecosystem and the construction of quantitative indicators, as well as the construction of the innovation and entrepreneurship curriculum system combined with majors, has shown an upward trend. However, on the whole, the relevant research and some countries that have started innovation and entrepreneurship education are still have a certain gap, and most of them are generalized in theory, with few specific cases, lack of empirical and pertinence, and lack of integration with professional education at the practical level, and lack of guidance for systematic research from the practical level [1]. In response to the above problems, this article analyzes national and local policy documents and existing literature on innovation and entrepreneurship education in colleges and universities, combined with the current implementation of innovation and entrepreneurship education in colleges and universities, and further proposes relevant countermeasures and measures to develop and improve college innovation and entrepreneurship education.

2. The current involution of innovation and entrepreneurship education in Chinese colleges and universities

2.1 Insufficient awareness of innovation and entrepreneurship among students and failure to form correct concepts of innovation and entrepreneurship

Affected by traditional concepts, most college students "keep a deaf ear to things outside the window and read only the sages and sages" during college. After graduation, they are more inclined to find a relaxed and well-paid job. This deviation makes college students have a weak sense of innovation and entrepreneurship. In addition, many college students have not formed the correct concept of innovation and entrepreneurship, which is mainly manifested in the lack of basic theoretical knowledge of innovation and entrepreneurship, lack of awareness and control of various innovation and entrepreneurship opportunities; insufficient preparation for innovation and entrepreneurship, and easy encounters compromise, lack the spirit of hard work and perseverance.

2.2 The internal innovation and entrepreneurship culture has not formed in colleges and universities

In recent years, with the deepening of the construction of an innovative country, governments at all levels have issued corresponding support policies, and colleges and universities have also launched a variety of innovative and entrepreneurial activities. However, a strong atmosphere for innovation and entrepreneurship has not been formed. One is the lack of a cultural environment for innovation and entrepreneurship in colleges and universities, and the content of innovation and entrepreneurship is not really included in the existing educational assessment indicators. The innovation and entrepreneurship education in universities only stays at the level of slogans; the second is the prevailing phenomenon of emphasis on academics and neglect of practice in universities. The study of theoretical knowledge ignores practical exercises, and the cultivation of students' hands-on practical ability by innovation and entrepreneurship activities. Third, influenced by traditional ideas such as "the winner is king, the loser is the bandit", most students tend to choose more secure, career development paths with less risk do not want to see a "failure" ending.

2.3 The theoretical system of innovation and entrepreneurship education is out of touch with the curriculum system of higher education

This is mainly manifested in the failure to incorporate innovation and entrepreneurship education into the training programs of students in various disciplines, and at the same time, the understanding of innovation and entrepreneurship courses is biased. First, the innovation and entrepreneurship education is one-sidedly understood as teaching students to start a company. In educational practice, teaching students some economic management courses, understanding innovation and entrepreneurship education as cultivating future "entrepreneurs" and "small bosses", and failing to correctly understand the connotation of college innovation and entrepreneurship education. Secondly, the innovation and entrepreneurship education is one-sidedly understood as the second classroom in colleges and universities. In the education process, extensively carry out the second classroom education instead of innovation and entrepreneurship education, ignoring the uniqueness and systemic nature of college innovation and entrepreneurship education. Third, the innovation and entrepreneurship education is one-sidedly understood as the social practice of college students. The college students' after-school social practice can be used as a way to carry out innovation and entrepreneurship education, but not all. Innovation and entrepreneurship education should not be grafted to college students' social practice activities. It should also stand at the height of talent training and set up innovation and entrepreneurship with outstanding professional characteristics course. Finally, the one-sided understanding of university innovation and entrepreneurship education is to solve and relieve employment pressure, and the one-sided pursuit of numbers has not really promoted the in-depth development of university innovation and entrepreneurship education, resulting in insignificant educational effects [2].

2.4 Lack of professional teachers for innovation and entrepreneurship in colleges and universities

The teachers are not only the leader in the implementation of college education, but also the most critical factor affecting the level of innovation and entrepreneurship education. At present, most colleges and universities' entrepreneurship courses are generally held concurrently by student counsellors, career guidance center teachers, or teachers of business management related courses. They

lack systematic and professional theoretical knowledge of innovation and entrepreneurship, and few have received certification from professional institutions. Innovative and entrepreneurial teacher training has led to insignificant implementation effects of innovation and entrepreneurship education in colleges and universities [3]. The gap between what should be and what the professional faculty of innovation and entrepreneurship education in colleges and universities should be mainly reflected in: First, the contradiction between policy requirements and actual implementation. Although governments at all levels have issued relevant documents that require strengthening the construction of innovation and entrepreneurship faculty, update teaching concepts, and enrich teaching methods, in reality, there is no clear subject affiliation for innovation and entrepreneurship faculty. The second is the lack of "professionalism" of the innovation and entrepreneurship faculty. At present, innovation and entrepreneurship teachers in colleges and universities generally have no experience in entrepreneurship or investment. They can only teach some theoretical knowledge and related concepts of innovation and entrepreneurship in the course of teaching, and they lack practical skills. The third is the single structure of the teaching staff. As a kind of public welfare project, university innovation and entrepreneurship education requires the sincere cooperation of the government, enterprises, universities and other institutions in the society, but currently it mainly relies on university teachers and lacks the active integration of teachers from all sides.

2.5 Policy support still needs to be strengthened

In recent years, in order to encourage college students to carry out independent innovation and entrepreneurship, the state and local governments have not only introduced a series of preferential policies, but also increased policy support, but in practice, these preferential policies have not formed a support system. On the one hand, the policy to support the development of innovation and entrepreneurship education in colleges and universities has not yet been perfected. Due to their own experience and lack of funds, college students often choose projects with low investment and low technology content when they innovate and start businesses. However, these are projects with small market prospects and weak vitality. When enterprises and universities support the development of innovation and entrepreneurship education, they should guide students to develop into high-tech industries and give more support to these industries in terms of policies. On the other hand, it is difficult to implement policies to support the development of innovation and entrepreneurship education in universities. For example, the Ministry of Education and the Ministry of Human Resources and Social Security jointly issued the "Opinions on Vigorously Promoting the Innovation and Entrepreneurship Education of Colleges and Universities and the Independent Entrepreneurship of College Students" (Jiaoban [2010] No. 3), and the "About Deepen the implementation of the "China Youth Entrepreneurship Microfinance Project" (Zhongqinglianfa [2009] No. 8) and other policies, which provide important support and strong guarantee for the development of innovation and entrepreneurship education in universities, but they are being implemented in practice. However, these supporting policies lack binding and operability among various departments, which leads to students not being able to use the policies to carry out active and effective innovation and entrepreneurship activities because they do not understand them [4].

3. Dissolution of the path of innovation and entrepreneurship education in colleges and universities

Innovation and entrepreneurship education in colleges and universities is an important measure for the country to promote the deepening reform of higher education and a key step to maintain the country's core competitiveness. It is necessary to adhere to the leadership of the party and correctly understand the " position". Actively build a three-helix coordinated promotion system of "students, colleges and universities, and social assistance", pooling and training joint forces, and jointly creating a healthy development ecosystem for college innovation and entrepreneurship education.

3.1 Cultivate students' sense of innovation and stimulate entrepreneurial potential

Enhancing the enthusiasm of college students for innovation and entrepreneurship requires correct guidance and stimulation of innovation and entrepreneurship awareness. First of all, in the teaching process, teachers should not only pay attention to the explanation of the basic knowledge and theories of innovation and entrepreneurship, pay attention to the guidance of students' sense of initiative and pioneering spirit, help students tap their own potential, but also pay attention to the frustration ability

and self-discipline will of college students the cultivation of successful innovative entrepreneurs have firm ideals, down-to-earth and hard-working spirit, so it is necessary to cultivate students' hard-working spirit and never give up. Secondly, it is necessary to break traditional thinking, encourage college students to explore and take risks, with risks and rewards in direct proportion to the establishment of some college student innovation and entrepreneurship parks and small and micro loan service platforms to solve the worries of college students' funds and other worries. Finally, extensively carry out innovative and entrepreneurial practice activities in various colleges and universities, such as various practical training, various entrepreneurial practices and social practices, various discipline competitions, etc., so that students can enjoy the fun of innovation and entrepreneurship, and stimulate the willingness of innovation and entrepreneurship [5]. In addition, attention should be paid to the cultivation of college students' correct career and employment concepts. Guide the majority of young students to break the original old employment concept, establish a diversified employment concept, respond to the call of the country, and actively participate in innovation and entrepreneurship. Through innovation and entrepreneurship advanced typical deeds report meeting, simulation entrepreneurship plan competition, innovation and entrepreneurship experience sharing exchange meeting, etc., to further help college students to establish correct concepts.

3.2 Colleges and universities should do a good job in top-level design and build an innovation and entrepreneurship training system

As the first country to attach importance to innovation and entrepreneurship education, the United States has now formed a relatively complete innovation and entrepreneurship education system, and started early in the cultivation of innovative talents. The European Union has issued a series of documents from the 2003 European Green Paper on Entrepreneurship to the 2010 Entrepreneurship Education towards Greater Cooperation and Coherence, gradually raising innovation and entrepreneurship education to a strategic perspective related to the overall development of the EU. In order to cultivate the innovative and entrepreneurial talents urgently needed by the country, colleges and universities must establish scientific innovation and entrepreneurship education concepts and formulate specific and reasonable training goals. In addition, it is necessary to include innovation and entrepreneurship education in the school's training plan and make it a compulsory course for college students. It must be oriented to the whole person, but also concerned about the individual; pay attention to both general education and professional education.

3.3 Colleges and universities should strengthen the training of professional teachers for innovation and entrepreneurship education

High-quality, high-level teaching staff is the key to improving the quality of entrepreneurship and innovation education. In order to solve the current shortage of professional teachers, the first is to strengthen the diversified training of teachers in schools, adhere to the "going out" strategy, encourage teachers to go deep into the enterprise for practical training and temporary training, strengthen teachers' innovation and entrepreneurship training and practical capabilities, and promote high standards. The construction of a faculty team with "double-qualified" teachers; the second is to reform the admission system for college teachers, adhere to the strategy of "bring in", break down barriers, and introduce through multiple channels excellent talents with innovative spirit, successful entrepreneurial experience and strong innovation and entrepreneurship capabilities; third, strengthen the training of teachers' theoretical knowledge and practical ability must not only focus on the cultivation of teachers' creative thinking and the improvement of theoretical knowledge, update teachers' knowledge and concepts, but also focus on enriching teachers' practical experience in innovation and entrepreneurship, and strengthening teachers' education and teaching capabilities .

3.4 Establish a sound curriculum system for innovation and entrepreneurship education in colleges and universities

Attach importance to the complementarity and comprehensiveness of related disciplines, integrate the concept of innovation and entrepreneurship into the textbooks, and build "four types" of courses for different groups at different levels and stages, namely general, practical, progressive and professional , to form an innovative and entrepreneurial education curriculum system that involves a wide range and strong operability [6]. "General" courses refer to the innovation and entrepreneurship public courses for all students in the school, aiming to comprehensively cultivate the innovation and entrepreneurship spirit of college students and arouse the awareness of innovation and entrepreneurship. "Practical"

courses are an effective carrier for the development of innovation and entrepreneurship education. Practical courses include internship, practice, training, experimentation and other courses specified in the student's teaching plan, as well as innovation and entrepreneurship practice limits for pioneers of innovation and entrepreneurship. Through the development of such courses, one is to build more innovative and entrepreneurial practice platforms, such as entrepreneurial science and technology parks, entrepreneurial practice bases, etc.; the second is to provide students with more convenient innovation and entrepreneurship consulting services, training services and other assistance to enhance college students' innovation entrepreneurship skills. "Incremental" courses refer to innovation and entrepreneurship courses for students of different majors. The purpose is to provide students with personalized education with different contents based on the characteristics of the disciplines. "Professional" courses refer to courses for students who have a certain foundation and a strong willingness to innovate and start businesses. Through specialized innovation and entrepreneurship training courses, students are provided with education and training, such as enterprise system management and risk avoidance training. Enhance the practical ability and control ability of college students' innovation and entrepreneurship.

3.5 Develop a more reasonable innovation and entrepreneurship education quality evaluation system

Due to the peculiarities of innovation and entrepreneurship education, the existing evaluation model cannot accurately measure the actual effects of innovation and entrepreneurship education, and therefore cannot achieve the guidance and incentive role of evaluation. Therefore, it is urgent to formulate a scientifically compatible evaluation system for the quality of innovation and entrepreneurship education in colleges and universities. It cannot simply use the number of entrepreneurs and the number of awards in competitions as the evaluation criteria, nor can it apply the traditional professional education quality evaluation system. On the basis of reference and rational analysis, construct a quality evaluation system that meets the characteristics of innovation and entrepreneurship education. In the construction of indicators for evaluating the quality of innovation and entrepreneurship education in colleges and universities, it should include three aspects: students, practice and teaching quality. In terms of students, it is necessary to comprehensively evaluate the theoretical knowledge of innovation and entrepreneurship, the willingness and needs of innovation and entrepreneurship, and the ability and level of innovation and entrepreneurship to analyze and solve problems. In practice, it is necessary to comprehensively evaluate the cultural atmosphere of innovation and entrepreneurship, the platform for innovation and entrepreneurship, and professionalization. The construction of teaching staff and the status of software and hardware facilities; In terms of teaching quality, it is necessary to comprehensively evaluate the number and quality of innovation and entrepreneurship courses, the content of coverage, the overall teaching plan, and the development of specialized teaching materials. The third-party evaluation system should be actively introduced and used as an important indicator to measure the long-term and growth of the quality of innovation and entrepreneurship education in colleges and universities.

3.6 Actively create a cultural environment for innovation and entrepreneurship

From the social level, in addition to providing policy support, the government must also increase the protection of innovation and entrepreneurship, and realize the cooperation between schools and enterprises. In addition, the mainstream media should also be guided to conduct positive publicity on innovation and entrepreneurship education, play the role of model and role model for innovation and entrepreneurship, and create a good public opinion atmosphere that encourages innovation and entrepreneurship. From the school level, in addition to publicity and education in classroom teaching, it is also important to pay attention to the construction of campus culture, such as the organization and implementation of innovation and entrepreneurship competitions such as the "Challenge Cup" to stimulate students' enthusiasm for innovation and entrepreneurship. From the family level, through national policy support, media propaganda, social public opinion and other channels, guide parents to establish correct employment and entrepreneurship concepts, respect college students' entrepreneurship and employment concepts, and create a good family atmosphere that supports college students' innovation and entrepreneurship.

4. Conclusion

Vigorously develop innovation and entrepreneurship education in colleges and universities, and

cultivate college students' sense of independence and innovation, which is not only a realistic demand for building an innovative country, but also a requirement for economic and social development. In an environment of continuous changes in social politics, economy, and culture, traditional education methods are constantly undergoing changes and innovations. Since this topic belongs to a relatively cutting-edge and multi-disciplinary field, this article has conducted research on the involution of innovation and entrepreneurship education, pointed out problems, and proposed solutions. Some problems have been insufficiently studied or not studied deeply. In the future, more and more detailed research and thinking are needed. This is also the direction of future research efforts on innovation and entrepreneurship education.

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