

Research on Ideological and Political Education Mode Based on the Cultivation of Innovative and Entrepreneurial Talents

Tailong Wei

Department of MARX, Jilin University of Finance and Economic, 130117, Changchun, Jilin, China

Abstract: *Under the background of enterprises in the new era, business startups and innovation education for university students is the key to the growth of university students into the talents that enterprises really need. The cultivation of business startups and innovation ability is also of key significance to universities. Although many university students will choose to start their own businesses when they graduate, most of them still lack practical experience. Therefore, it is need to analyze the relevant influencing factors, effectively cultivate students' innovative and entrepreneurial ability, so as to improve the success rate of university students' entrepreneurship. It is an indispensable link to integrate IPE with university students' business startups and innovation education, and it is an important guarantee to cultivate outstanding talents. On the basis of analyzing the advantages and disadvantages of university students' business startups and innovation under the background of enterprises in the new era, this article discusses the measures for the integration and growth of ideological and political education (IPE) in colleges and universities (IPECU) and business startups and innovation education, so as to improve the quality and ability of university students, lay a solid foundation for business startups and innovation after graduation, and have special advantages.*

Keywords: *Business startups and innovation; Talent cultivation; Ideological and political education*

1. Introduction

Vigorously developing business startups and innovation education is the result of the joint efforts of China's national and student needs. The strength of business startups and innovation reflects a country's core competitiveness. In order to change the mode of economic growth and build an innovative country, China must vigorously develop business startups and innovation education, cultivate innovative and entrepreneurial talents, transform a large amount of knowledge and technology in universities into productive forces, and promote the steady and healthy growth of social economy [1]. With the progress of society, the content of business startups and innovation education has been generally set up in universities in China. Business startups and innovation education is not only an important educational content in universities, but also can cultivate compound talents needed by society. At the same time, it can solve the employment problem of college graduates to a certain extent and enhance social and economic vitality [2]. In the stage of business startups and innovation education for university students, on the one hand, it is need to cultivate university students' awareness and skills of business startups and innovation, on the other hand, it is need to guide university students to form scientific ideals and beliefs and socialist core values [3]. Business startups and innovation education in universities plays an extremely important role in the stage of moral education in universities, and it is a key measure to comprehensively improve the comprehensive quality of university students and cultivate new people of the times who can keep their original heart and shoulder their mission [4]. Under the background of the new era, dual-innovation education and IPE should achieve deep integration and common development.

Ideology theory courses and business startups and innovation education complement each other and are closely related, and they have a high degree of internal fit [5]. Business startups and innovation education is of great significance to improving the overall level of university students' employment and entrepreneurship. It is a key link to promote higher education in China and an important guarantee for the implementation of the national innovation-driven development strategy. Integrating IPE into business startups and innovation education is conducive to cultivating university students' excellent quality and laying a solid moral foundation for future entrepreneurship [6]. Under the background of enterprises in the new era, it is of great practical significance to strengthen university students' business

startups and innovation education. At the same time, the requirements of enterprises in the new era for university students are not limited to the ability of business startups and innovation, but also have the responsibility, patriotism and anti-pressure ability [7]. This requires the integration of university students' business startups and innovation education and ideological and political work, so as to ensure the success of university students' business startups and innovation. This article analyzes the feasibility of the integrated growth of IPECU and business startups and innovation education, and discusses the measures for the integrated growth of IPECU and business startups and innovation education, so as to improve the quality and ability of university students, lay a solid foundation for business startups and innovation after graduation, and have special advantages.

2. The significance of collaborative education between IPE and business startups and innovation education

For business startups and innovation education, it is based on the background of innovation-driven development, and the cultivated talents should have innovative ability, entrepreneurial quality and innovative consciousness, which is still an important part of quality education. The integration of IPE with business startups and innovation education is conducive to promoting the cultivation of creative talents. The integration of IPE can better guide university students to form a correct concept of employment and entrepreneurship, and provide a strong ideological guarantee [8]. The main focus of IPE is the education of ideology and belief and ideal, and the knowledge it teaches is comprehensive. Many contents in IPE are also the focus of business startups and innovation education. Moral concept is the key educational content of Shuren Lide, which requires students to love their jobs and have good professional ethics. These contents are all essential in business startups and innovation.

IPE concept and method can train students' critical thinking ability, make university students have the spirit of daring to take responsibility and explore and innovative thinking, and cultivate students to make rational judgment and thinking and in-depth analysis and summary when facing problems and challenges in the stage of business startups and innovation practice. Business startups and innovation education requires students to have good ethics and professional quality, which is in line with the original intention of IPE, so IPE and business startups and innovation education are closely related, which provides the necessary conditions for the integration of the two. When universities carry out the integration of dual-innovation education and IPE, they can start with creating a good campus culture of business startups and innovation, strengthening the construction of teachers, creating an inclusive education curriculum system, and paying attention to the practice ability training of students, so as to strengthen the interaction and integration of the two in all directions.

3. IPECU and problems in the training of innovative and entrepreneurial talents

3.1 Lack of integration thinking

In China's higher education system, business startups and innovation education are closely related to the later growth of university students, the main purpose of which is to enable students to have enough innovation level in the future development process, so that they can develop themselves continuously and play their greatest role in socialist construction. IPE can lay a solid foundation for students to improve their ideological and political literacy. Good thinking is closely related to university students' entrepreneurial ability, and it is the top priority for cultivating high-quality talents. At the same time, IPE also makes it clear that integrating IPE and business startups and innovation education can achieve better teaching results. However, in the actual teaching work, IPE and business startups and innovation education independently design teaching programs, with few intersections, and the classroom teaching in universities is mainly based on teaching materials, without infiltrating the knowledge content of business startups and innovation education and IPE integration, resulting in the situation that IPE and business startups and innovation education are independent [9]. At present, most universities have paid some attention to IPE and university students' business startups and innovation education, but they have not been effectively integrated. No matter in the content of teaching or in the arrangement of courses, university students only learn according to the model, and can't combine political thoughts with business startups and innovation, which leads to the emergence of ideological and political unimportant ideas.

3.2 Lack of innovation in educational methods

Although some schools use methods such as submitting research reports for assessment when carrying out business startups and innovation education, they do not conduct reasonable evaluation and management, which leads to endless situations in which students directly copy Internet reports, which also shows that there are still great defects in IPE and business startups and innovation education. Many teachers can't effectively intersperse and blend business startups and innovation education and IPE, and the integration of the two contents is not high, and the integration of education is a mere formality, and the teaching effect is not ideal. When carrying out IPE, most universities use classroom teaching methods, which makes students feel very boring, their enthusiasm and interest greatly decline, and the efficiency and quality of teaching will also decline. Secondly, business startups and innovation courses have no sense of innovation, and most of them are based on some cases to carry out theoretical teaching. Universities mainly integrate business startups and innovation education and IPE from the aspects of practical teaching and knowledge transmission, and the integration path is not diversified enough. When imparting knowledge, many teachers only explain knowledge, without penetrating the content of business startups and innovation, and without paying attention to the influence of students' socialist core values on their entrepreneurship and employment. At the same time, the teaching mode lacks originality, and the ideas used in the teaching process do not conform to the direction of social development at this stage, which leads to the fact that the knowledge learned by students is not very practical.

4. The construction path of the collaborative education mode of IPE and business startups and innovation education

4.1 Establish the concept of collaborative education

When carrying out IPE for students, teachers should further change their traditional educational thinking mode and integrate innovative thinking with IPE courses, so that university students can understand and recognize IPE from different angles. School IPE should thoroughly implement the spirit of the relevant documents of the CPC Central Committee, take Lide Shuren as the guiding ideology, take the collaborative education mode of IPE and business startups and innovation education as an important starting point, and fully construct a two-way education system [10]. At the same time, we should further clarify the goal of personnel training, based on the school education charter and goals, and formulate educational goals that are in line with the reality of collaborative education, so as to deepen the reform of education and teaching. Teachers in universities should strengthen the improvement and innovation of teaching content, strengthen the connection between theory and practice, and let students think from the perspective of innovation, so as to have a clear understanding and grasp of the importance and significance of business startups and innovation. Through the improvement and innovation of classroom teaching content, the two can be integrated. The core composition of innovation education is shown in Figure 1.

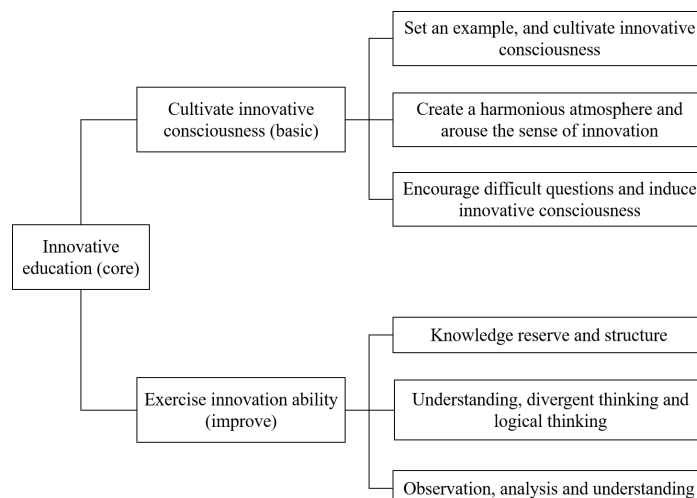


Figure 1 Core composition of innovative education

IPECU should not only aim at the moral quality and political consciousness of university students,

but also start from the learning needs of contemporary university students and the characteristics of the new era, give university students a new starting point based on the needs of contemporary social and economic development, give full consideration to the needs of social development and talent demand, regard business startups and innovation education as a focus of IPE reform, and cultivate students' spirit of mutual assistance and innovation and teamwork. For university students, because they will soon enter social work, the integration of the two through practical activities can promote their growth. When carrying out IPE and business startups and innovation education for students, teachers should mobilize the enthusiasm and enthusiasm of students to participate in activities, and let students cultivate their hobbies by participating in different community activities, which is very important for students to enhance their business startups and innovation ability. In the stage of teaching, teachers should change their own educational limitations and educational ideas, actively study and explore new teaching methods suitable for the growth of contemporary society, synchronize effective mechanisms, cultivate university students' innovative thinking and ability, and establish a perfect talent identification mechanism and talent standards.

4.2 Optimize the content of education and teaching

Schools should speed up the construction of collaborative education curriculum system, promote the deep integration of business startups and innovation education and IPE by adjusting education programs, optimizing curriculum, enriching teaching resources, and changing teaching methods, so as to create a complementary and comprehensive collaborative education system and improve the quality of education. When universities carry out business startups and innovation education and IPE integration, they need theoretical integration first, that is, they should implement business startups and innovation education under the guidance of scientific outlook on life and values, and further strengthen the education of socialist core values in combination with university students' employment planning and employment intentions. Schools should strengthen teacher training, encourage teachers to participate in enterprise management and other activities through regular training, and combine relevant experience to carry out teaching exploration to further improve their teaching practice ability. Universities can make full use of the exemplary role of outstanding innovative and entrepreneurial students' representatives to fully explore successful cases, and encourage university students to learn the excellent qualities of these exemplary students, such as their indomitable spirit, firm ideals and beliefs, so as to improve their comprehensive quality. The optimized structure of IPE teaching mode is shown in Figure 2.

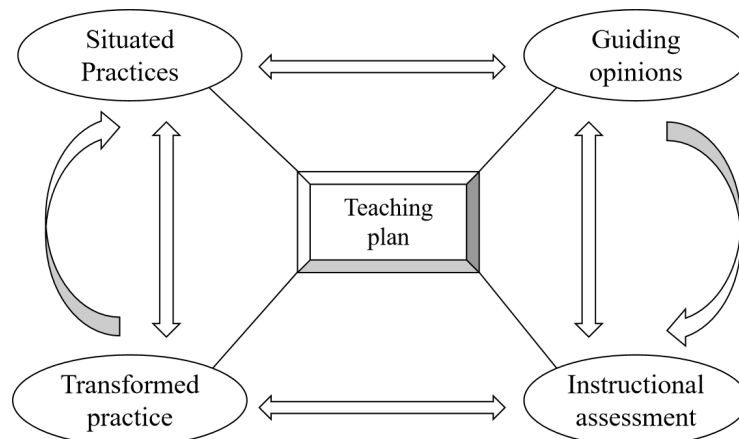


Figure 2: IPE teaching mode optimization architecture

Universities can also guide university students to carry out business startups and innovation seminars and social practice activities, so that students can gain a profound understanding and realize that the success of business startups and innovation cannot be separated from excellent ideological and moral quality. Through these ways, business startups and innovation education and IPE can be integrated to improve the overall instructional level. Educators should improve the curriculum system of business startups and innovation, make good use of ideological and political genes in the stage of business startups and innovation, and add relevant knowledge such as entrepreneurship and entrepreneurship law in addition to setting up basic courses such as innovation ability and entrepreneurial thinking, so as to make the curriculum system of entrepreneurship more three-dimensional and rich, and integrate IPE with business startups and innovation education, thus

forming a highly integrated curriculum system and improving instructional level.

5. Conclusions

It is of great value and significance for universities to promote the integration of business startups and innovation education and IPE, which is the need of the progress of the times and the foundation of talent training. Business startups and innovation education brings new vitality to IPECU and can improve students' comprehensive quality and business startups and innovation ability. The integration of IPE and business startups and innovation education can help students to position themselves correctly, and then form a correct outlook on life, world outlook and values, play their talents in social practice and create value for society. IPE and business startups and innovation education are not only related, but also have the same goal, so universities can safely integrate them together. Of course, in this process, it is need to adjust and optimize the specific situation of the school, the development needs of students, the composition of talents in society, and then improve the integration channels and methods to play a more important role. In the stage of promoting the integration of business startups and innovation education and IPE, it is need to standardize the integration content, innovation and integration path and improve the integration efficiency, so that business startups and innovation education and IPE can form an interdependent and mutually supportive relationship to improve the quality of personnel training.

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