

# The Dilemma and Countermeasures of Innovation and Entrepreneurship Education in Ethnic Minority Universities from the Perspective of Connotative Development

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**Abstract:** *The shift from denotation to connotation is the inevitable trend and ultimate goal of the development of higher education. The birth of innovation and entrepreneurship education provides a favorable breakthrough and focus for the exploration of connotative development of higher education. This article uses research methods of literature and logical analysis to take the realistic dilemmas faced by colleges and universities in minority areas in innovation and entrepreneurship education as the research object. We hope to use this as an opportunity to fundamentally improve the quality of innovation and entrepreneurship education in colleges and universities in ethnic minority areas.*

**Keywords:** *innovation and entrepreneurship education, ethnic minority areas, connotative development*

## 1. Introduction

The form of education in China is currently undergoing profound changes. A revolution in innovation and entrepreneurship is taking place within higher education. Universities are changing from teaching and research to it. The development of innovation and entrepreneurship education has become a basic function of higher education activity. In China, it has risen to the national strategic level, occupying a key position in the comprehensive reform and transformational development of higher education, and a key role in the reform of education and teaching in colleges and universities. It has basically established national policy guidance, independent university practice, and active social participation. An integrated long-term development mechanism, a "broad-spectrum" innovation and entrepreneurship education system has also taken shape, and it has now been popularized as a collective action by Chinese institutions of higher learning[1]. However, in practice, schools in ethnic minority areas have generated application errors and implementation biases such as target elitism, content intellectualism, process utilitarianism, curriculum teaching linearism, and employment mode expediency, and the problems of focusing on quantity and quality, scale and connotation it's hard to return[2]. Nowadays, China's higher education has officially entered a new era dominated by the logic of quality construction and quality revolution. The connotative development with the theme of structural optimization and improvement of quality and efficiency has become the fundamental direction of higher education reform. Experts and scholars at home and abroad predict that it is a revolution to traditional education and an effective path and key to the practice of connotative development strategies. Some scholars also clearly pointed out that is in the transformation and upgrading period should move from demand development to connotative development, and realize the transition from extensive to connotative development. It is new to build a comprehensive and in-depth education system with Chinese characteristics and meet the needs of the new era to the new mission of the times.

## 2. The dilemma of innovation and entrepreneurship education in ethnic minority universities from the perspective of connotative development

### 2.1 Deviations in the ontology of innovation and entrepreneurship education

The concept and target positioning of it is the leading factor for the deep promotion of innovation and entrepreneurship education in universities, and determines the value orientation, element

composition and practice mode of the system. In practice, although the innovation and entrepreneurship education of universities in ethnic minority areas spread rapidly with the trend of popularization, the prerequisite understanding of the value concept and target positioning of it has always been controversial, and there is an over-narrowing or generalization of the ontology to recognize the misunderstanding. Among them, the narrowing of understanding regards it as an independent career guidance education and job vocational training for a small number of people, or it is equivalent to employment practice education, entrepreneurs and small-boss entrepreneurs "crash" education. The generalized understanding is based on pure rationality and believes that is an extension of quality education and general education or a supplement to professional education second classrooms and practical activities[3]. These two kinds of understanding have different perspectives, positions and focuses. The former emphasizes the application attributes and tool value of it, while the latter highlights the educational attributes and value attributes of it for promoting the overall development of people. The dual cognition that reason and value reason are opposed to each other. Under the guidance of one-sided concept and understanding, it is difficult for the universities in minority areas to rise to the level of quality reform and construction. It is split into independent modules of innovation education and entrepreneurship education, and simplified into a superficial general knowledge of innovation and entrepreneurship[4]. Short-term practical activities such as curriculum settings, subject professional competitions, innovation and entrepreneurship projects and competitions are limited to supporting college students to achieve independent employment and entrepreneurship through innovative and entrepreneurial learning and practice, while relatively neglecting the guidance and guidance of students' innovation and entrepreneurship in the whole process of education and teaching. Consciousness development, ability shaping and comprehensive literacy cultivation have resulted in fragmented and utilitarian development of innovation and entrepreneurship education. The form of development surpasses the essence of quality. It cannot be effectively integrated into professional education and promote the reform of professional talent training, which hinders diversification and compounding, training of high-quality innovative and entrepreneurial talents.

### ***2.2 The construction of innovation and entrepreneurship education curriculum system is lagging behind***

Curriculum is not only the basic carrier for the cultivation of innovative and entrepreneurial talents in universities, but also the core link of the quality construction, and it occupies a central position in the entire education system engineering. Higher education courses in ethnic minority areas are the shortcomings of the education quality system. The diversity of its types needs to be enriched, and the integration of specialties is not yet close enough. On the one hand, schools in ethnic minority areas generally lack a correct understanding of the strategic significance of courses, and "uselessness" is on the rise. It is believed that the most direct way for students to it is to integrate into practical activities rather than participate in curriculum knowledge learning, resulting in a mechanical course setting process[5]. It is random, the subject of curriculum development is single, the curriculum hierarchy is mixed, and scientificity and rationality are lacking. On the other hand, the courses in schools in ethnic minority regions are separated from professional education courses. Most of the courses exist in the curriculum teaching system in the form of disciplines, and are of two types of courses, namely, a school-wide general compulsory course or an elective course self-possessed. In particular, the content and implementation of innovation and entrepreneurship courses are highly knowledge-oriented, limited to the introduction of basic principles and methods of innovation and entrepreneurship, and the interdisciplinary knowledge, social market information and professional frontier embedding are seriously insufficient, and the theory connection practice and simulation situation experience are ignored. Interactive practice causes the separation of knowledge learning and ability shaping, project development and practical experience, and the system and practicality are weak.

### ***2.3 The internal and external interactions of innovation and entrepreneurship education are out of touch***

The distinguishing feature of innovation and entrepreneurship education from other forms of education lies in its practice orientation. For a long time, the knowledge-oriented professional education model has been popular in schools in ethnic minority areas, which has formed a path dependence that emphasizes teaching and neglects practice, emphasizes knowledge and neglects ability, and emphasizes in-classes and out-of-classes. This educational, teaching and cultural habit and action bias shape the implementation of it; universities are mostly in a "single-work" closed development state, focusing on internal theoretical course teaching, innovation and entrepreneurship projects, competitions

and other knowledge professors, academics at the level of innovation and project design and implementation, it failed to build a benign in-depth cooperation and interaction mechanism for education with external organizations such as the government and society, and used multiple types of resources such as policy systems, social funds, scientific research and technology, and corporate venues to match industry and academia cooperative bases, practical training bases, practical teaching bases, and achievement incubation bases, etc., have resulted in a low synergy between the multi-stakeholders to collaboratively cultivate the core qualities and key abilities of students' innovation and entrepreneurship. In particular, practice platforms such as science and technology parks, pioneering parks, and achievement incubation bases are basically in a virtual state. Because school-enterprise cooperation is superficial and insufficient interaction with the social market, it is difficult to guarantee utilization and conversion rates[6]. Limited by the lack of supply of practical platforms and the incompatibility of innovation and entrepreneurship practice and application requirements, universities generally fail to establish a linkage and intercommunication mechanism for innovation and entrepreneurship first-class theoretical teaching and second-class practical teaching, lecture salons, special surveys, project training, and practical activities such as innovation competitions are difficult to form an organic connection with the formal courses of the major, the first classroom teaching objectives and content. The implementation of innovation and entrepreneurship education ultimately forms a "two skin" between knowledge learning and practical application because it is separated from internal and external interactions, and there is no guarantee. Students enhance the endogenous quality of "the unity of knowledge and action" in the field and situation of innovation and entrepreneurship practice.

### **3. Countermeasures for innovation and entrepreneurship education in colleges and universities in minority areas from the perspective of intensive development**

#### ***3.1 Reshape the value of education concepts and consolidate the foundation of talent training***

Colleges and universities in minority areas must have a deep understanding of the new paradigm of higher education transformation and development under the development and changes of the times. First, schools in ethnic minority areas can neither narrowly interpret it as a single "prescription" for a small number of students who are interested in starting a business, nor can they examine the employment-oriented professionalism logic, and simply position it as entrepreneurship to promote employment and stimulate it is a utilitarian move to increase career opportunities and create social and economic benefits; instead, it should be taken from the height of innovative talent training concepts and paradigms as a fundamental task that radiates to all students and the entire education and teaching process, based on the future, based on the whole, and integration the principles of specialty, classification training, personality development, dynamic evaluation, etc., cultivate first-class talents with innovative and entrepreneurial spirit, quality, value and practical ability. Second, colleges and universities in minority areas should rationally understand the essential connotation of innovation and entrepreneurship education and its inherent logical relationship with professional education. It is an ability-oriented education concept and model that aims at cultivating innovative and entrepreneurial talents. In practice, it is necessary to avoid the mechanical separation of it, or whether it is excessively dissociated from professional education absolutely attached[7]. This requires universities to raise it to the same level as professional education, explore a multi-disciplinary interdisciplinary specialization and in-depth integration and interaction mechanism, and point to the cultivation of students' innovative spirit, critical thinking, discovery and problem-solving skills, interpersonal skills, and social skills. The development of core qualities and key capabilities such as ethical awareness and entrepreneurial practice capabilities. Third, schools in minority areas should position it based on the needs of students, schools, society, and the country. As far as students are concerned, it is a tangible educational activity and form. By practicing the concept of "student-centered" and "integration of teaching and doing", the innovation and entrepreneurship education and practical activities will improve all students' the comprehensive literacy and ability of innovation and entrepreneurship promote the comprehensive, independent and individualized development of students. For universities, it is an endogenous force for the deepening of comprehensive reforms and the transformation of talent training concepts and models. It requires overall layout and long-term planning according to local conditions, and builds individuality based on the type positioning, history and reality, development advantages and characteristics of the institution the innovative and effective education model for it can effectively stimulate the internal drive and interest of teachers and students in innovation and entrepreneurship, and form an excellent culture. For the country and society, it is the internal driving force of the innovation-oriented country construction strategy and social transformation and development. It must be integrated into the major

strategic needs of the country, society and regional development, and promote the transformation and upgrading of economic and social development to innovation-driven factors. Improve the country's innovation and entrepreneurship performance and core competitiveness.

### ***3.2 Optimize the construction of the curriculum system and strengthen the integrated development of specialization and creativity***

It is a paradigm for the innovation and upgrading of the university's talent training model, does not exist outside the university's teaching system and academic planning in an independent form, but a new type of education concept runs through the various courses of talent training[8]. The key to the rapid development of innovation and entrepreneurship education lies in optimizing the innovation and entrepreneurship curriculum system, breaking the shackles of unclear target positioning of curriculum, homogenization of curriculum content, fragmentation of curriculum structure, and simplification of teaching methods, so as to achieve the in-depth development of it. One is to update the curriculum objectives, overcome the knowledge-based value orientation, and replace it with the core literacy of innovation and entrepreneurship based on the structural schema and framework of knowledge awareness, value, quality, and ability. Second, optimize the curriculum structure of innovation and entrepreneurship, build a diversified, extensive and comprehensive curriculum group that highlights the interdisciplinary, the combination of arts and sciences, and the interoperability of specialization from a horizontal perspective, and focus on the continuity and sequence of courses from a vertical perspective. To further build a hierarchical and progressive course module embedded in it and disciplines, to promote the in-depth integration of professional disciplines and innovation and entrepreneurship concepts and values, and to guide students to carry out innovation and entrepreneurship practices based on specific disciplines and majors. For example, based on the differences in the cognition and needs of students of different grades and majors, the department can try to design and build a professional entrepreneurship high school that integrates general education initiation courses for innovation and entrepreneurship education, professional basic compulsory courses with innovative ideas, entrepreneurship courses and professional courses. The professional innovation and entrepreneurship curriculum system with three different modules such as level courses promotes students from innovation initiation, creativity to product incubation, entrepreneurial project simulation and practice, improves the integration, practicality, practicality and flexibility of the curriculum, and deepens innovation and entrepreneurship the degree of integration of curriculum and professional education. Third, reform the teaching model of courses, implement heuristic, contextual, cooperative, case-based, project-based and other innovative and entrepreneurial teaching, and guide students to actively conduct research, autonomy, participatory, and ubiquitous learning, and effectively enhance the integrated training of knowledge, quality, and abilities will simultaneously promote the construction of innovation and entrepreneurship courses and the reform of teaching methods. Fourth, improve the evaluation method of courses, adhere to the evaluation method that combines process evaluation and summative evaluation, and get out of the misunderstanding of "only scores, only projects, only results, and only awards".

### ***3.3 Expand the practice platform and create a new mechanism for industry-university cooperation***

The capabilities come from practice and apply to practice. Schools in minority areas must focus on strengthening practical education, build a systematic and diverse innovation and entrepreneurship internship training platform, form a whole-process and all-round practice education community, and promote the coupling and interaction of theory and practice teaching. On the one hand, schools in minority areas should promote the in-depth integration of theoretical teaching, practical teaching, and innovation and entrepreneurship education, increase the popularity of laboratories, scientific research bases, and various practical bases that are open to students, relying on majors and relying on discipline professional competitions and innovations. Entrepreneurship projects, innovation and entrepreneurship competitions and other practical activities feed back first classroom education, and effectively improve the practical ability of college students through the integration of theory and practice. On this basis, strengthen the construction of incubation platforms such as university industrial parks, science parks and entrepreneurship parks and their utilization rate, guide teachers and students to understand the entire innovation and entrepreneurial achievement incubation process and steps from the creation of innovative projects to entrepreneurial transformation, and participate in the experience of entrepreneurship simulation, business registration, management operation, marketing and other entrepreneurial combat, supplemented by dynamic and flexible full-process deployment, tracking, supervision and services, effectively improve the conversion rate and incubation rate of projects,

technologies and products. On the other hand, schools in ethnic minority areas must break the barriers to cooperation and interaction with the government and society, adhere to open education, strengthen ties with the government and regional society, and actively seek special government fund support to obtain inclusive benefits to support college students' self-employment policy system. At the same time, actively adapt to the development needs of new economic industries and new technologies in ethnic minority areas, integrate into regional technological innovation strategies and economic development strategies, promote the integration of industry and education with social enterprises, expand professional practice and practice bases, and strengthen talents the adaptability and synergy between supply and social demand. Only in this way can we effectively aggregate the joint efforts of multi-stakeholders and practical resources inside and outside the school, and build an innovative and entrepreneurial practice platform driven by internal and external linkages and collaboration through agglomeration effects, and build policy funding support, legal system guarantees, theoretical and practical teaching, new technology research and development, an integrated development chain such as transfer and application, and cultivation of innovative and entrepreneurial talents.

#### 4. Conclusion

Connotative development is a major strategic choice made by China's higher education at a new historical node, and it is the guiding concept and the only way for the development of my country's higher education. Innovation and entrepreneurship education under the guidance and guidance of the concept of intensive development means to set off a "quality revolution" in the education field, and realize the connotation of focusing on structural optimization and quality improvement from the extensional development focusing on external scale and system expansion as soon as possible style development and transformation. In other words, schools in minority areas must actively deepen the reform of education to stimulate vitality and enhance competitiveness, and shift from the construction of macro elements such as shallow systems, models, and scales to connotative goals, management, courses, teaching, and platforms. The scientific, systematic and professional development of micro-elements will promote innovation and entrepreneurship education to achieve transformation, upgrading and high-quality development.

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