

The Logic Mechanism and Embedded Path of the Integration of Innovation and Entrepreneurship Education and Practical Teaching in Colleges and Universities

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ABSTRACT. *Strengthening innovation and entrepreneurship education is a new era requirement for colleges and universities. How to integrate it with professional talent training, especially practical teaching, is a difficult problem. Combining with the development trend of the times, colleges and universities should explore application-oriented goal orientation, embedded curriculum modules, diversified practice platforms, and all-round guarantee mechanism. It shows that it is feasible and effective to embed innovation and entrepreneurship education into the practical teaching system, but it is still necessary to strengthen summary research, continue to explore in depth from strengthening the integration of production, education and research, expanding the connotation of innovation and entrepreneurship education, improving the security system, and creating a good atmosphere, and finally achieve deep integration.*

KEYWORDS: *innovation and entrepreneurship education, practical teaching, integration*

1. Introduction

In the current era of "mass innovation, mass entrepreneurship", innovation and entrepreneurship education is undoubtedly an important way to cultivate high-quality talents with innovation and entrepreneurship spirit and ability. As the main position, whether colleges and universities can adapt to the needs of the situation of innovation and entrepreneurship, combined with the development law of higher education, accurately position the talent training objectives, to a large extent, determines whether the innovation and entrepreneurship education of colleges and universities can be truly implemented and how many new forces in the field of innovation and entrepreneurship can be bred [1]. At present, the talent training mode of four-year consistent system in undergraduate colleges and universities is relatively stable. As another "skin", innovation and entrepreneurship education has

limited living space. In order to get enough attention and implement, we must focus on how to gradually integrate it into the professional talent training system, especially the organic combination with practical teaching.

2. Theoretical integration between innovation and entrepreneurship education and practical teaching

The "National Medium and Long-term Education Reform and Development Plan Outline (2010-2020)" and the "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities" issued by the General Office of the State Council clearly stated that "strengthening practical teaching links and deepening the reform of innovation and entrepreneurship education" This shows that there is a certain connection between innovation and entrepreneurship education and practical teaching, but how the two can achieve mutual complementarity still needs in-depth exploration and research [2]. In essence, college students' innovation and entrepreneurship education is a comprehensive system engineering that covers subject, object, environment, and goals. It is a theoretical proposition, which requires teachers' guidance and the teaching of theoretical knowledge to enable college students to master basic entrepreneurial theories, cultivate innovative spirits, and stimulate entrepreneurial awareness. At the same time, it is a practical proposition. Innovation and entrepreneurship education must eventually be gradually implemented to the application link, build actual combat capability-based, and even directly generate economic benefits, and become a lively and strong enterprise. There is no doubt that there is a "natural connection" between innovation and entrepreneurship education and practical teaching in the talent training system.

2.1 Innovation and entrepreneurship education and practice teaching have the same attributes

The purpose of innovation and entrepreneurship education and practice teaching is consistent, that is, to cultivate innovative and applied talents, they should serve the overall goal system of talent cultivation in colleges and universities [3]. To achieve this goal, both should highlight the practicality. Innovation and entrepreneurship education needs to emphasize "practical combat", so that college students can have the opportunity to continuously improve their actual combat ability and basic entrepreneurial literacy through visiting and learning, experiencing perception, simulation exercises, reflection and refining on the basis of mastering certain innovation ability, based on colleges and universities and facing the society. Professional practice teaching naturally needs to highlight "practice", especially under the background of the increasingly severe employment situation of college students, it is necessary to have deep and connotative practice. By strengthening the reform of practical teaching, enriching the content of practical teaching, actively responding to the social needs and exploring more effective practical teaching forms, colleges and universities can truly make college students have their own advantages

and use what they have learned. To some extent, they can avoid the disadvantageous situation that the personnel training is relatively divorced from the social demand and the college students are unemployed after graduation.

2.2 Innovation and entrepreneurship education and practice teaching are compatible and complementary

In recent years, with the increasing demand for applied talents, colleges and universities pay more attention to practical teaching, not only for science and engineering applied disciplines, but also for humanities and social sciences majors. The proportion of practical teaching in the talent training system is constantly increasing [4]. However, it must be admitted that the means of practical teaching is still relatively single, and the practice teaching of some majors is even more a mere formality. If the innovation and entrepreneurship education and professional practice teaching can be organically combined, it can not only improve the quality of practical teaching and personnel training, but also help to improve the basic innovation and entrepreneurship ability of college students. On the one hand, innovation and entrepreneurship education can promote professional education. Through innovation and entrepreneurship activities, the knowledge and skills of professional education can be brought into full play, and students can be more dynamic to understand and master professional knowledge, so as to improve the employment quality and professional competitiveness, and even expand the development space of their school. On the other hand, in view of the current situation that the effect of practical teaching is generally poor, the appropriate integration of innovation and entrepreneurship education content in the practice teaching reform can better solve the dilemma of lack of practical teaching motivation and students' lack of initiative. Compared with the boring practice teaching of theoretical knowledge testing, innovation and entrepreneurship education is more challenging, closer to real life, and also conducive to stimulation the fighting spirit and enthusiasm of college students are also in line with the characteristics of contemporary college students.

3. The embedded path of the integration of innovation and entrepreneurship education and practical teaching

Practical teaching is an important part of the professional talent training program. The system is relatively large, involving professional experiments, centralized and decentralized internships, graduation projects, social surveys, and can even extend to social practice in winter and summer, subject competitions, etc. [5]. As for the content, methods, and operating mechanisms within the system, universities and majors are similar, and in the context of the new era, the absorption of innovative and entrepreneurial content is also very different.

3.1 Application-oriented goal orientation

What kind of talents to cultivate is the first requirement for the construction and implementation of the practice teaching system. In the early stage of professional construction, the professional environment of advertising was relatively poor, the employment situation was very severe, and the corresponding employment rate of students was almost zero [6]. It has established the basic talent training goal with career transfer ability as the basic talent training goal, closely focusing on the characteristics of the applied disciplines of the advertising major, and through exploring and strengthening the practical links of professional experiments, professional internships, and social practices, focusing on training students' application skills, especially communication skills, Research literacy and sense of innovation, forming a diversified career development. In the current situation where the professional development of the advertising profession has been strengthened, the goal orientation of "application-oriented" is emphasized. Compared with other professions, the theoretical teaching hours have been greatly reduced in the talent training plan, and the practical teaching The proportion is correspondingly increased. Both the course modules and the practical means are more abundant and complete, and the students have realized the ability to transform from "innovation" to "entrepreneurship". It is precisely under the guidance of application-oriented goals and strong implementation that the content of innovation and entrepreneurship education is gradually integrated into the thinking design, theory and application aspects of practical teaching, and a relatively stable system structure has been formed.

3.2 Embedded course modules

Curriculum is the guide for practical teaching and the guide for students to move towards practice. When the professional talent training program and curriculum structure are relatively mature, how the content of innovation and entrepreneurship education penetrates and manifests, which directly affects the integration effect of innovation and entrepreneurship and practical teaching [7]. One is to set up independent public compulsory courses. In addition to the "College Students Career Planning Guidance" course, all majors have added a common compulsory course of "University Students' Innovation and Entrepreneurship Foundation", which is flexible to be completed in the first four semesters of the university. The second is to revise the curriculum syllabus, embed innovation and entrepreneurship knowledge in the content of relevant professional courses, or strengthen the actual combat exercise of the course in the form of teaching. For example, in the first semester of college freshmen, innovation and entrepreneurship education is combined with the teaching of national defense education, entrance education, and professional introduction courses. By setting up public specialized compulsory courses as the foundation and embedded courses as the main course modules, it has laid a good foundation for the cultivation of college students' innovative and entrepreneurial ability.

3.3 Diversified practical means

The platform and its means are the main carriers for the implementation of innovation and entrepreneurship education and practical teaching. In the traditional practice teaching process, the practice content designed by the teacher is generally the core, and the students complete the relevant operations according to the practical steps and requirements, that is, the whole content is a streamlined homework composed of the teacher as the core and the student as the main body [8]. Under this system, students' subjective initiative cannot be fully mobilized, interest in actively participating in learning is not high, innovative thinking is difficult to form, and ultimately a vicious circle is formed, and practical teaching is not taken seriously by students. In this regard, a diversified practice method of "four in one" of "scientific research innovation + professional internship + subject competition + project incubation" will be constructed. One is scientific research and innovation. With the undergraduate tutor group as a platform, students follow tutors to do research projects, and cultivate certain thinking, research skills and innovative consciousness. The second is professional internship. In addition to the regular professional intensive internships, teachers often lead students to participate in the implementation and evaluation of some social service projects, directly allowing students to get close to social groups and perceive the social situation. The third is subject competition. When there is almost no exclusive subject competition in the advertising major, a series of processes such as "Challenge Cup" and "Creating Youth" are used as starting points to gradually form a series of processes such as topic selection, market research, financial final accounts, project demonstration analysis, and training preparations. With the accumulation of work, the overall quality of students has been greatly improved compared with the previous training methods that focused on the first classroom. The fourth is project incubation. Encourage students to apply for national, provincial, and school-level innovation and entrepreneurship training programs through teacher guidance, and establish a student space for college students. Although funds and operating space are limited, it provides students with the "first pot of gold" for innovation and entrepreneurship training, increases opportunities for students to practice practical exercises, and improves students' mental preparation and resilience to withstand pressure and difficulties.

3.4 Comprehensive guarantee mechanism

Whether it is practical teaching reform or the integration of innovation and entrepreneurship education and practical teaching, a sound management mechanism is inseparable. One is the integration of resources of the school management department. Innovation and entrepreneurship and practical teaching originally belonged to the corresponding work of the Admissions and Employment Office and the Academic Affairs Office, which easily led to unclear responsibilities and failed to produce linkage effects. In the reform of school structure, the two can be combined into one, which forms the top layer for the integration of innovation and entrepreneurship education and practical teaching [9]. The second is the cultivation

of the teaching staff. Teachers' teaching and scientific research pressures themselves are relatively heavy, and guiding students is a long-term meticulous task, and the results are slower and less productive. Therefore, many teachers are unwilling to devote energy to guiding students. In this regard, through the revision of professional title review, subject competitions, practical teaching rewards, and performance appraisal programs, guiding students' innovation and entrepreneurship activities as one of the important indicators can be used to mobilize more and more teachers to participate in innovation and entrepreneurship guidance activities. Schools can also be formed innovative and entrepreneurial "dual teacher type" young tutor library.

4. Logic thinking on the organic combination of innovation and entrepreneurship education and practical teaching

First, the influencing factors of innovation and entrepreneurship education are complex. In what form and method innovation and entrepreneurship education is presented in the process of talent training, the teaching management department, student management department, and secondary schools and departments of universities need to be carefully arranged and gradually promoted. At the same time, it is inevitably affected by the external environment such as employment and social cognition. Secondly, innovation and entrepreneurship education has not really been implemented yet. Although colleges and universities have specially set up the course of "Undergraduates' Innovation and Entrepreneurship Foundation", and related courses also have introduction of innovation and entrepreneurship, which more or less reflects the connotation of innovation and entrepreneurship in the practical teaching of various majors, in general, the innovation and entrepreneurship of universities Education is not enough. Therefore, it is necessary to focus on solving two problems: one is that the organic integration of innovation and entrepreneurship education and professional practice teaching needs to be strengthened urgently, and the other is that the construction of a teaching team including theoretical teachers and practical tutors needs to be strengthened. Third, the summary and research on innovation and entrepreneurship need to be strengthened. The research literature on innovation and entrepreneurship education in the CNKI database is increasing, but more of them are based on experience introduction, presenting a state of "fragmentation", and the exchanges between universities are limited. Copy mode is even rarer. For this reason, it is suggested that colleges and universities must aim at the deep integration of innovation and entrepreneurship education and practical teaching.

4.1 Strengthen the integration of production, education and research for innovation and entrepreneurship

The most important goal of a talent training model that deeply integrates innovation and entrepreneurship education and professional practice teaching is to enable students to not only master the skills needed for innovation and

entrepreneurship, but also have the awareness and ability of innovation and entrepreneurship, to improve the overall quality of students, and to make the trained students more in line with the needs of society [10]. Therefore, we must adhere to both classroom teaching and social practice, knowledge transfer and ability training, and adhere to the road of integration of production, learning and research. Moreover, innovation and entrepreneurship education is not only the mission of universities, but also an overall project. It requires the cooperation of relevant government functional departments such as education, human resources, and the Communist Youth League to strengthen top-level design and comprehensive layout. Through continuous entrepreneurial competitions, scientific research and development, and projects cultivate, strengthen funds, policies, facility guarantees and technical support, form a one-stop service system for talent training, scientific research and enterprise needs, and promote school-enterprise cooperation and integration of production and education.

4.2 Enrich and expand the connotation of innovation and entrepreneurship education combining the first classroom and the second classroom

Innovation and entrepreneurship education is not only the transmission of knowledge, but also can infiltrate and integrate different disciplines and courses, integrate different teaching methods, and promote each other. The difference between the second classroom and the first classroom is mainly in the content, methods, and ways of educating people, but the goal of innovation and entrepreneurship education is the same, and the content is interrelated and complementary. Therefore, the second classroom must be part of the school's overall curriculum construction together with the first classroom, and it must maintain consistency, continuity, and complementarity with the first classroom in the overall goal of talent training and curriculum goal design, and run through the entire innovation and entrepreneurship education. Process and all aspects. For example, in the process of revising the talent training plan, the proportion and content of practical courses can be appropriately increased, and the second classroom evaluation method can be established and improved, so that the second classroom can truly occupy a pivotal position in the talent training system.

4.3 Gradually improve the guarantee system for the organic combination of innovation and entrepreneurship education and practical teaching in colleges and universities

As the main front of innovation and entrepreneurship education, colleges and universities must conform to the requirements of the times, actively connect with society, work hard in the implementation of innovation and entrepreneurship education, increase the proportion of innovation and entrepreneurship in the talent training plan, revise and improve the promotion of innovation and entrepreneurship and professional practice teaching organically integrated management system; strengthen the requirements for innovation and entrepreneurship on the practical

platform, establish a demonstration base that combines internship practice and innovation and entrepreneurship, and create a "straight-through" channel for internship and employment and entrepreneurship; in terms of teaching staff, the team of college students' career planning guidance teachers Based on the foundation, actively cultivate a team of innovative and entrepreneurial mentors with strong actual combat capabilities and a combination of professional and concurrent skills. Through the "go out and invite in" approach, the practical and innovative abilities of professional teachers will be cultivated in various ways, and student competition results will be used as professional title review and evaluation. An important indicator of priority evaluation to further arouse the enthusiasm of teachers to guide students.

4.4 Vigorously create a good atmosphere for innovation and entrepreneurship

The colleges and universities students are the main body of innovation and entrepreneurship education and the new force in innovation and entrepreneurship. It is necessary for colleges and the society to create everyone through the selection and recognition of outstanding innovative and entrepreneurial talents, new media promotion, outstanding graduates and famous entrepreneurs coming into the school and giving presentations. Pay attention to the campus culture atmosphere of innovation and entrepreneurship, further stimulate college students' awareness of innovation and entrepreneurship, and realize the transition from "I want to innovate and start a business" to "I want to innovate and start a business", forming an upsurge of "double entrepreneurship" among college students.

5. Conclusion

Innovation and entrepreneurship is a hot spot that the country and society are paying close attention to at this stage, and cultivating students' innovation and entrepreneurship ability actually means helping students develop in an all-round way and improve their overall quality. In the process of developing innovation and entrepreneurship capabilities, students' ability to solve problems It can also be cultivated. The ability to solve problems is very important in the future career development of students. Therefore, colleges and universities must actively cultivate students' innovation and entrepreneurship capabilities, and at the same time exercise students' practical ability, strengthen the reform of practical teaching methods, and implement innovation entrepreneurship education cultivates high-quality talents with innovative and entrepreneurial capabilities for the society.

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