

Research on the Implementation of Innovation and Entrepreneurship Education and Existing Problems

Xiong Wei

Inner Mongolia University of Technology, Hohhot, 010020, China

Abstract: *With strong support from the government, innovation and entrepreneurship education in universities has achieved significant results. It not only enhances the quality of higher education, promotes comprehensive student development, and guides students in entrepreneurial employment, but also contributes to the continuous improvement of the national economic development. However, it is important to note that there are still many problems in innovation and entrepreneurship education that require attention from universities. Universities need to recognize the value of innovation and entrepreneurship education, align it with their own circumstances, and develop reasonable and feasible educational strategies tailored to the characteristics and learning needs of students. This will enable students to achieve stable and rapid development and produce more high-quality talents for society. Therefore, this article primarily analyzes the current status and existing problems of innovation and entrepreneurship education for reference and guidance.*

Keywords: *innovation and entrepreneurship education, implementation status, existing problems*

In the 1990s, the concept of innovation and entrepreneurship education was proposed, and its implementation in various universities to cultivate a large number of innovative and entrepreneurial talents has become a consensus in the academic and practical fields. The "Opinions on Vigorously Promoting Innovation and Entrepreneurship Education in Higher Education Institutions and Entrepreneurship by College Students" requires universities to implement innovation and entrepreneurship education as a key evaluation and assessment criterion, which has indeed accelerated the progress of innovation and entrepreneurship education. Especially in recent years, with the rapid development of China's social economy and the significant improvement in the ability to cultivate high-quality talents, there are more opportunities and challenges for innovation and entrepreneurship education among college students, which also lays the foundation for the development of universities. Therefore, if universities want to further expand the path of innovation and entrepreneurship education, they should enhance their own innovation and entrepreneurship capabilities, in order to cultivate more high-quality talents for society.

1. The Development of Innovation and Entrepreneurship Education in Chinese Universities

In 1999, China held the first "Challenge Cup" National College Student Entrepreneurship Program Competition, which attracted significant attention from various industries. After more than a decade of exploration and research, innovation and entrepreneurship education has made significant progress and improvements. In particular, in 2010, the Central Committee of the Communist Party of China and the State Council formulated relevant decision-making on innovation and entrepreneurship education and issued development plans, requiring vocational colleges and universities to strengthen innovative entrepreneurship education and employment guidance services. In 2015, the "Internet+" National College Student Innovation and Entrepreneurship Competition, launched in China, attracted 57,253 teams from 1,878 universities, involving millions of students^[1]. The competition has not only had a significant impact on students' ideologies and concepts but also sparked a wave of entrepreneurship. It has led to the emergence of various types of enterprises and contributed to the continuous improvement of the social economy. Analyzing this situation, several models are typically involved:

First, integration of innovation and entrepreneurship education into classroom teaching: By diversifying the curriculum and project carriers, the first and second classrooms are effectively integrated. Students' horizons are broadened, and the scope of their learning is extended, enhancing their innovative and entrepreneurial capabilities^[2].

Second, educational approaches based on corresponding institutions: Universities need to establish

dedicated innovation and entrepreneurship colleges, student entrepreneurship parks, or incubation bases, among others. They invite renowned entrepreneurs, successful individuals, and social elites to campus to share their own experiences, setbacks, and solutions, helping students accumulate more experience and laying the foundation for their subsequent innovation and entrepreneurship.

Third, strengthening the application of competition training methods: This approach supports students' participation in diversified scientific and technological competitions. Through various incentive systems, students with outstanding performance are provided with material and spiritual rewards, guiding them toward applied or practical development.

Fourth, problem-oriented training methods: Universities select a series of innovative and entrepreneurial problems, integrate them, and present them to students^[3]. They are required to solve these problems through teamwork, helping students accumulate more knowledge and experience, and enhancing their innovative and entrepreneurial capabilities, providing support for their future development.

2. The Significance of Innovation and Entrepreneurship Education

2.1 The foundation for cultivating innovative talents

If China wants to take a leading position in technological innovation, it should explore a large number of talents from innovative practices, cultivate more skilled talents through innovation activities, guide students to engage in innovative undertakings, and improve their professional abilities and vocational qualities. Universities should prioritize the development of talent resources in scientific and technological innovation, optimize talent training, education, and introduction systems, and strive to create more scientists and technical talents to contribute to national development. However, due to the influence of exam-oriented education, there is a significant gap between students' innovation spirit, entrepreneurial abilities, and the current social demands. Only by implementing innovation and entrepreneurship education comprehensively and effectively can students' comprehensive abilities be enhanced, guiding them to adapt to society more quickly through independent entrepreneurship^[4]. However, from the practical situation, innovation and entrepreneurship education in China is still in its initial stage. The education goals, methods, and even the content need to be explored. Especially in terms of curriculum design, there are many problems and deficiencies. Additionally, there is an overemphasis on theoretical content, and practical activities are relatively limited. This severely restricts the cultivation of innovative and entrepreneurial talents, leading to a lack of practical skills among students, which will have a negative impact on their future entrepreneurship. Therefore, there is a significant gap between the effectiveness of innovation and entrepreneurship education in universities and the demand for talents in society. Effective adjustments and optimizations need to be made to ensure that students' abilities are improved, laying the foundation for their future innovation and entrepreneurship^[5].

2.2 A path to realizing personal value

Employment is the foundation of people's livelihood, and relevant departments in China attach great importance to students' employment issues, striving to promote social employment. Guiding universities to implement innovation and entrepreneurship education and enhancing students' innovative spirit and entrepreneurial consciousness can not only broaden their horizons and thinking but also help them develop their independent entrepreneurial skills and achieve the manifestation of personal value. Analyzing the employment situation in China in recent years, entrepreneurship is relatively challenging, requiring students to have strong perseverance and resilience^[6]. Especially in the early stages of entrepreneurship, they need to overcome uncertainties and insecurities, and actively face the pressures and challenges in the entrepreneurial process. Without rich basic knowledge and strong psychological qualities, relying solely on students' personal efforts will increase the risks of entrepreneurship. Therefore, innovation and entrepreneurship education allows students to gain more experience and learn more professional knowledge and skills, such as business law and financial accounting. These knowledge areas determine whether a business can operate smoothly. When implementing innovation and entrepreneurship education in universities, it is essential to integrate the above-mentioned content, cultivate more versatile talents, optimize the innovation and entrepreneurship education model, and enhance students' thinking and abilities, providing assistance for their future entrepreneurial endeavors. In short, the implementation of innovation and entrepreneurship education

should not only guide students to learn a vast amount of knowledge but also strengthen their application of knowledge, especially their practical abilities. This is the key factor influencing students' future development, and it requires significant attention.

3. Problems in the Implementation of Innovation and Entrepreneurship Education in Higher Education

3.1 Cognitive Deviation in Educational Philosophy

Some universities do not prioritize practical work and educational work in the implementation of innovation and entrepreneurship education. They do not consider innovation and entrepreneurship education as a fundamental project for building an innovative country, cultivating innovative and entrepreneurial talents, and implementing comprehensive reforms in higher education. The understanding of innovation and entrepreneurship education often focuses on helping students start businesses quickly or improving their employment rates, reflecting a high level of utilitarianism. They fail to realize the essence of innovation and entrepreneurship education, which will hinder the achievement of educational goals. If the concept of innovation and entrepreneurship education cannot be fully integrated into the higher education system, even if innovation and entrepreneurship are incorporated into various aspects of education, it will be limited to a simple introduction before students formally graduate, without in-depth analysis and research, resulting in superficial implementation of innovation and entrepreneurship education.

3.2 Insufficiently Developed Curriculum System

Some universities, despite implementing innovation and entrepreneurship education activities, still lack a well-developed curriculum system. The design of entrepreneurship courses remains limited to participation in entrepreneurship competitions, without scientific planning and education. This hinders students' learning from meeting the practical needs of innovation and entrepreneurship and hampers their progress and development. Many entrepreneurship courses offered by universities exhibit superficial characteristics. Although various related educational courses have been offered, they are elective courses that only provide a simple introduction to the background, sources, and current status of innovation and entrepreneurship education. There is a greater emphasis on whether students can achieve expected results in various competitions. This approach not only creates a disconnect between innovation and entrepreneurship education and contemporary educational work but also prevents practical teaching from fully exerting its function, lacking a well-developed curriculum system to support it.

4. Strategies for Improving Innovation and Entrepreneurship Education in Higher Education

4.1 Transform Educational Philosophy and Focus on Innovation and Entrepreneurship

Education Universities need to align with the current social development and the actual needs of various industries to transform their previous mindset and fully implement innovation and entrepreneurship education. The reform of educational philosophy requires universities to have a clear understanding of social trends and market dynamics, define the direction and focus of talent cultivation, and gradually implement innovation and entrepreneurship education based on relevant principles to achieve the expected goals of talent development. Most students have a misconception when learning about innovation and entrepreneurship; they believe that as long as they discover business opportunities, they can quickly adapt to society and achieve good results. While innovation and entrepreneurship do contain certain "business opportunities," only students with an eye for discovery can uncover and apply them. Different students have varying levels of understanding of the same business opportunity, depending on their professional knowledge, personal experience, and vision. Moreover, entrepreneurship is not solely reliant on students' language and ideas; it requires deep analysis and thinking based on an understanding of society and the industry, connecting with social development trends, and formulating comprehensive career plans to be well-prepared before venturing into innovation and entrepreneurship and achieving the desired outcomes. Crucially, innovation and entrepreneurship education require students to acquire a wealth of theoretical knowledge, particularly through the education of applied courses that cover topics such as laws and regulations, corporate finance, and business management. By incorporating this knowledge into innovation and entrepreneurship, students' overall abilities will be enhanced, and their problem-solving skills will be

developed, enabling them to achieve their entrepreneurial goals. Additionally, universities need to clarify the role of professional education in innovation and entrepreneurship education. For institutions with the necessary resources, they should establish dedicated entrepreneurial incubation centers and involve students in them to help expand their horizons and enable them to quickly adapt to society, laying a solid foundation for their entrepreneurial endeavors. However, during the practical stage, universities should be aware of whether professional education is highly coordinated with innovation and entrepreneurship education, preventing continuous innovation solely for the sake of innovation. Subtle and implicit cultivation of students' awareness of innovation and entrepreneurship should be undertaken to pave the way for their future entrepreneurial endeavors and employment.

4.2 Understand Student Needs and Stimulate Student Engagement

Following the principle of demand orientation, innovation and entrepreneurship education should closely follow social development trends and formulate various education plans to promote rapid student growth and development. Universities should design clear educational objectives, transform their previous teaching philosophy, understand students' learning needs, and ignite their interest and engagement in innovation and entrepreneurship education. It effectively improves the quality and effectiveness of innovation and entrepreneurship education. Importantly, universities need to establish good cooperation with local enterprises, understand market dynamics and the demand for professional competencies and professional qualities. Based on market development, they can achieve the expected goals of talent development. For example, in the era of the Internet, various new economic models have emerged as a trend in society. When universities implement innovation and entrepreneurship education, they should focus on cultivating students' understanding of these new economic models and help them improve their innovation and entrepreneurship abilities. Similarly, with the continuous development of new media technologies, the journalism industry has undergone significant changes. If universities still adopt traditional news communication methods that cannot meet societal needs, audience satisfaction will be diminished. Therefore, when implementing professional education, universities should integrate professional content with information technology, enhance the use of the Internet platform, gradually strengthen students' innovative thinking, and enable them to apply their knowledge to innovation and entrepreneurship, enabling them to quickly adapt to society and achieve the desired learning objectives. For example, the traditional accounting profession has been affected by Internet technology, enabling accountants to save more time and energy while enhancing the effectiveness of their work. Therefore, universities need to strengthen the application of advanced technology, integrate it with innovation and entrepreneurship education, guide students to transition from practitioners and entrepreneurs to managers, and provide support for their future entrepreneurial endeavors and employment.

4.3 Follow Relevant Principles and Build a Curriculum System

When constructing the curriculum system for entrepreneurship education, it is important to adhere to the principle of integrating curriculum structure with core courses. This principle aims to cultivate students' entrepreneurial qualities and comprehensive abilities from the perspective of talent development. A series of innovative and entrepreneurial courses with abundant resources and the ability to be shared online should be developed. Based on the characteristics and needs of all students, diverse elective and compulsory courses should be established, covering research methods, entrepreneurial requirements, and employment guidance. These courses should be included in the credit management scope to create a hierarchical, progressive, deeply integrated, and scientifically effective curriculum group for innovation and entrepreneurship education. An educational mechanism that combines educational goals, talent management, teaching programs, and innovative practice activities should be formed to better cultivate students and achieve the desired educational goals. However, it is important to note that the curriculum design should integrate scientific literacy, humanistic cultivation, professional qualities, and professional competence. This integration will help students improve their innovation mindset and entrepreneurial abilities, enhance their cultural and moral standards, enable them to take on responsibilities and obligations, and courageously overcome the challenges in entrepreneurship. This will lay the foundation for their rapid adaptation to society. Universities should also transform their previous mindset, consider student characteristics and industry demands, and develop comprehensive educational and training plans. By strengthening the cultivation of students' innovation and entrepreneurship abilities from various perspectives and expanding their thinking and horizons, universities can help students accumulate more practical experience and actively participate in entrepreneurial activities, thus achieving the expected educational outcomes and goals.

4.4 Integration of Innovation and Entrepreneurship Education with Professional Education

The integration between innovation and entrepreneurship education and professional education in

universities typically involves two aspects. Firstly, the design of educational content should be based on students' professional knowledge and avoid detachment from reality. It should support students in gaining more innovative insights and finding suitable entrepreneurial paths within their relevant disciplines. Secondly, in implementing innovation and entrepreneurship education, it is crucial to enhance students' awareness of innovation and their entrepreneurial abilities. This requires a shift in teachers' mindset, abandoning rote learning and mechanical teaching methods. Instead, multiple dimensions should be considered to strengthen students' innovation and entrepreneurship abilities, develop their thinking and broaden their horizons, and achieve the expected learning objectives. For example, while it may seem that there is no direct connection between the field of medicine and innovation and entrepreneurship education, the continuous development of new media technologies and data-driven technologies has given rise to various short video platforms. In this context, the field of medicine can utilize such platforms to provide students with access to a wealth of specialized knowledge and integrate it with new media communication. This allows students to apply what they have learned, explore unfamiliar medical cases, and acquire a range of technical skills, ultimately opening up innovative paths for entrepreneurship. Moreover, universities should integrate both internal and external resources and establish specialized science and technology parks, entrepreneurship parks, or incubation centers. These facilities can provide students with accurate guidance, diverse services such as low-cost production and operation support, financial assistance, and professional technical guidance. Simultaneously, universities should actively leverage external resources to create entrepreneurship internships, off-campus practical training bases, and entrepreneurship demonstration centers. These venues serve as important platforms for implementing innovation and entrepreneurship education, attracting students' attention, and helping them realize the importance of educational work. Universities can also invite students to participate in national Internet innovation and entrepreneurship competitions and various other competitions to enhance their professional and practical capabilities, accumulate more entrepreneurial experience, and promote comprehensive growth and progress. It is evident that effective innovation and entrepreneurship education can provide long-term support for students' future employment and entrepreneurial development. Therefore, universities should integrate the characteristics of various disciplines and implement innovation and entrepreneurship education to help students make progress, complete the corresponding educational work, and achieve the desired educational goals.

5. Conclusion

Innovation and entrepreneurship education has become an essential component of talent development in universities, particularly with the rapid economic and technological advancements in China, which have increased the demand for innovative and entrepreneurial talents in various industries. Although there are still challenges and shortcomings in entrepreneurship education in higher education institutions, these can be effectively addressed through targeted training measures and relevant strategies. Universities need to recognize the positive impact of innovation and entrepreneurship education on students' personal growth and development. They should develop reasonable and feasible educational plans from multiple perspectives and aspects, achieve the desired educational goals, and help students understand the value of innovation and entrepreneurship education. By cultivating their entrepreneurial spirit and abilities subtly, universities can lay the foundation for their future entrepreneurship and employment, thereby promoting stable socio-economic development.

References

- [1] Sun Yiming. (2022) *The phased study on the development of innovation and entrepreneurship education in universities*. *Quality and Market*, 15, 124-126.
- [2] Gao Zhuangwei, Zhou Xiaotao. (2022) *The significance, challenges, and improvement paths of innovation and entrepreneurship education in universities*. *Journal of Guangxi Education Institute*, 4, 187-191.
- [3] Weng Liying. (2022) *A study on the effectiveness of innovation and entrepreneurship education for college students*. *South China University of Technology*.
- [4] Xu Ling. (2022) *The practice of private vocational colleges in implementing innovation and entrepreneurship education*. *Science Fiction Pictorial*, 2, 106-107.
- [5] Jiao Peiyu. (2021) *Research on the path of counselors in carrying out innovation and entrepreneurship education for college students [J]*. *Journal of Jiangxi Electric Power Vocational and Technical College*, 34(9), 156-157+168.
- [6] Zhang Peiwei, Chen Xing, Liu Shihua. (2021) *High-quality implementation of innovation and entrepreneurship education in universities*. *Contemporary Guizhou*, 19, 66-67.