

Thoughts on the Architecture of Talents Training System of Innovate and Entrepreneurship Teaching in Universities

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Abstract: In recent years, China's innovate and entrepreneurship ecosystem has been continuously improved, and the public's awareness of innovate and entrepreneurship has also kept pace with the times, forming a "creative" environment for grassroots entrepreneurship and mass entrepreneurship. Under the influence of the development of the global knowledge economy era, China's socialist market economy is developing with each passing day. In order to strengthen the connotation of innovate and entrepreneurship teaching, this paper makes an in-depth analysis of it, puts forward new requirements for the architecture of talent training system of innovate and entrepreneurship teaching in universities, and improves the innovate and entrepreneurship ability of university students through different innovate and entrepreneurship instructional methods. The normal develop of innovate and entrepreneurship teaching is a strong support for the normal and sustainable develop of university teaching. This paper makes a rational analysis of the implementation of future teaching in universities from a strategic perspective, scientifically defines the connotation of innovate and entrepreneurship teaching, analyzes the bottlenecks that restrict its develop, and formulates a feasible and effective teaching model, which is conducive to the develop and implementation of innovate and entrepreneurship teaching in universities, and promotes the cultivation of students' creative spirit, entrepreneur's awareness and creative and entrepreneur's ability.

Keywords: Innovate and entrepreneurship in universities; Teaching talents; Cultivation system architecture

1. Introduction

With the rapid economic and social develop, combined with the needs of higher teaching's own continuous transformation, innovate and entrepreneurship teaching came into being [1]. Knowledge to promote economic develop is based on high-quality creative talents. Innovate and entrepreneurship teaching is a university teaching concept that has attracted much attention in recent years. It is a long practical process. It is not equivalent to the update or reform of instructional methods. Universities are important bases for the cultivation of university students' innovate and entrepreneurship ability, and their innovation and entrepreneurship teaching talent training system. It is also the focus of social attention [2]. Cultivate students' creative awareness and entrepreneur's awareness, and continuously improve students' entrepreneur's ability. Studying the talent training system of innovate and entrepreneurship teaching in universities is not only conducive to improving the quality of teaching, but also includes innovate and entrepreneurship teaching into higher teaching through the reform of universities, and improves the quality of higher teaching teaching [3]. The architecture of innovate and entrepreneurship teaching talent training system can create an environment that better serves the improvement of students' innovate and entrepreneurship ability, and improves students' knowledge and cultural literacy. The investment and develop of innovate and entrepreneurship teaching is a new direction for the future develop of the country. Under the model, it effectively expands the way for developing countries to move towards modernization, and establishes a strong banner for rejuvenating the country through teaching [4]. Institutions of higher learning, as an important subject in the implementation and promotion of innovate and entrepreneurship teaching, provide strong human and intellectual support for promoting the architecture of a creative country. Major universities actively implement the talent training system in innovate and entrepreneurship teaching, but there are many

problems, which need to be analyzed objectively and seek effective paths. Creative teaching is an teaching that creates a free and relaxed learning atmosphere and cultivates students' creative thinking, creative spirit, and ability to discover, analyze and solve problems.

2. The Necessity of Constructing the Talent Training System of Innovate and Entrepreneurship Teaching in universities

2.1. Achievements of Talent Cultivation in Innovate and Entrepreneurship Teaching in universities

Table 1: Quality evaluation index system of talent training mode

Primary index	Secondary index	Three-level index
Organization management	Mechanism setting	Establish a special organization and management organization for innovate and entrepreneurship teaching
	System formulation	Innovate and entrepreneurship teaching talent introduction system, innovate and entrepreneurship achievement reward system, and innovate and entrepreneurship fund use system
	Staffing	Appoint posts and responsibilities (job responsibilities)
	Operation condition	Implementation of creative entrepreneurship teaching talent training program, transformation rate of creative entrepreneur's achievements
	Organization of creative and entrepreneur's activities	The frequency of creative and entrepreneur's activities, the amount and number of creative and entrepreneur's awards, and the number of creative and entrepreneur's associations
Teaching quality	Innovate and entrepreneurship course offering	The opening rate of creative entrepreneurship courses, the integration of creative entrepreneurship teaching and professional teaching, and the total number of hours of creative entrepreneurship practice courses
	Creative entrepreneur's teachers	Teaching background, proportion of full-time and part-time jobs, the number of teachers participating in innovate and entrepreneurship teaching and training, the number of teachers participating in enterprise practice, teachers' achievements in innovate and innovate and entrepreneurship teaching research, and student satisfaction
	Architecture of creative entrepreneur's practice platform	On-campus innovate and entrepreneurship practice base architecture, off-campus innovate and entrepreneurship practice base architecture, the number of students' projects in the entrepreneurship incubator, and the number of innovate and entrepreneurship projects jointly built by enterprises and schools
Teaching achievements	Innovate and entrepreneurship awareness	The proportion of students with creative spirit and awareness, the proportion of students who take entrepreneurship as their career plan, the attendance rate of innovate and entrepreneurship courses and the participation rate of innovate and entrepreneurship activities
	Innovate and entrepreneurship ability	Success rate of entrepreneurship, number of jobs created by entrepreneurship
	Creative and entrepreneur's achievements	Awards of Innovate and Entrepreneurship Competition, number of scientific and technological innovates and number of invention patents
Safeguard conditions	Government guarantee	The number and implementation of incentive policies for innovate and entrepreneurship teaching issued by the government for schools, enterprises and students; Number of policies related to innovate and entrepreneurship teaching formulated by schools
	Financial guarantee	The proportion of innovate and entrepreneurship teaching funds to the total expenditure of school teaching funds, the number of funds for innovate and entrepreneurship projects, and the investment in innovate and entrepreneurship activities

At present, the cultivation of creative and entrepreneur's talents in my country's universities not only sees the importance of training students' creative ability, but also some universities have been very cooperative in their implementation of innovate and entrepreneurship teaching. However, there are still some problems in its innovate and entrepreneurship teaching that have not been solved. It has been continuously practiced by all walks of life in the society in actual production and life, which has spawned a large number of new market forces, effectively improved innovate efficiency and shortened innovate paths [5]. Due to the lack of and unreasonable teaching concepts for school workers, the focus of teaching work is not on innovate and entrepreneurship teaching. Most universities do not take innovate and entrepreneurship teaching as part of the mainstream teaching curriculum of higher teaching, which requires major universities to scientifically formulate talent training plans, set up courses and teaching plans reasonably, and pay attention to the appointment and training of teachers. In this regard, the country has begun to vigorously advocate people's innovate and entrepreneurship, and major universities have also responded to the country's call and carried out corresponding innovate and entrepreneurship talent training teaching. Reasonable use of the university's own conditions, while carrying out the teaching task of innovate and entrepreneurship, constantly adjusts the goal of talent training, in order to cultivate talents who meet the needs of social develop in all aspects of knowledge, ability and quality [6]. Because students have been in the test-oriented teaching mode before entering universities, they have not been able to adapt to this teaching mode after entering universities, and they cannot understand their own learning tasks clearly. When they face employment, they also have corresponding obstacles [7]. Therefore, thinking about the architecture of the talent training system for innovate and entrepreneurship teaching in universities is the primary issue that people should consider at present. The quality evaluation index system of the talent training model is shown in Table 1.

2.2. The Concept Connotation of Innovate and Entrepreneurship Teaching in universities

Innovate and entrepreneurship are both different and interconnected. Innovate refers to the attitude and spirit of being brave in pioneering, breaking through routines, being good at changing, not sticking to old-fashioned attitudes, and mostly creating ideas at the level of thinking; entrepreneurship teaching pays more attention to the practicality of teaching, and by encouraging students to participate in entrepreneur's activities, improve their professional skills and skills. Psychological quality, so that it has the ability to start a business and self-employment [8]. Curriculum setting tends to be reasonable. In recent years, the reform of my country's higher teaching has also put forward corresponding requirements for university courses. Facing the unoptimistic employment situation, we should follow the current social develop trend with a scientific and rational curriculum arrangement focusing on cultivating students' abilities. Innovate and entrepreneurship teaching training is an teaching concept and model. This innovate and entrepreneurship teaching model includes the following knowledge skills, ideological skills and spiritual levels. A large number of new market forces have been created, and the public's awareness of innovate and entrepreneurship has been effectively improved. In addition, the school neglects to provide relevant teaching support for the incubation and implementation of students' creative projects, and only provides a platform for project display. The resources for students' continuous develop in the later stage are insufficient, and entrepreneurship is difficult [9]. Innovate and entrepreneurship teaching aims to cultivate high-quality compound talents with creative spirit, entrepreneur's awareness and creative and entrepreneur's ability. It is not a "life-saving straw" to increase the employment rate, nor an "incubator" to make money, nor a "discriminator" to measure the value of students.

3. The main problems of constructing talent training system in teaching practice

3.1. The understanding of the cultivation of creative and entrepreneur's talents in universities is uneven

China has no specific and unified requirements on how to carry out innovate and entrepreneurship teaching in universities, which leads to different understandings of innovate and entrepreneurship teaching in different universities. Entrepreneurship and innovate teaching involves a wide range of content, including economics, management and other aspects. This feature leads to the lack of clear positioning and unified standards for innovate and entrepreneurship teaching in universities. Traditional teaching has a certain degree of training for the development of students in all aspects. However, the traditional teaching lacks the cultivation of students' awareness of innovate and entrepreneurship and life goals, which leads to the lack of life goals for university students when they are employed, and

there is a certain confusion about the next stage of life [10]. With the rapid develop of today's society and economy, there is a large demand for creative and entrepreneur's talents. As an important base for training creative and entrepreneur's talents, whether the training model of universities keeps up with the development of the times and whether graduates adapt to the society will determine whether they can promote the develop of advanced social productive forces. As an important base for cultivating high-quality skilled talents, universities should select a large number of high-skilled and high-quality teachers to cultivate students' ideas and abilities of innovate and entrepreneurship, and consolidate the humanistic foundation of university teaching. The lack of organizational structure or the imperfection of coordination functions make innovate and entrepreneurship teaching unable to cooperate efficiently in the implementation of the talent training system, reducing work efficiency. Most of the universities in China have the problem of boring and single instructional methods in innovate and entrepreneurship teaching.

3.2. Architecture Strategy of Talent Training System for Innovate and Entrepreneurship Teaching in universities

Under the background of vigorously promoting university students' innovate and entrepreneurship in China, taking the innovate and entrepreneurship in a comprehensive university as an example, this paper explores the cultivation and practice methods of creative and entrepreneur's talents from the perspective of employment in entrepreneurship. We should strengthen the exploration of innovate and entrepreneurship teaching in universities, pay attention to diversified develop, and build an innovate and entrepreneurship teaching model with unique characteristics and diversified instructional methods based on the differences of university types, teaching stages and regions. By combining theoretical knowledge with creative thinking and creative ability, we can strengthen students' entrepreneur's practice ability, gain experience from entrepreneur's practice, and lay the foundation for their graduation. As a result, universities have encountered many problems in training innovate and entrepreneurship talents, and the prospect is not optimistic. Universities provide students with sufficient resources and equipment to meet their academic and creative needs. The comprehensive quality of students' innovate and entrepreneurship has been continuously improved in practice, and the chain of innovate and entrepreneurship system in universities has also been better improved. One-on-one docking between teachers with entrepreneur's experience and students with entrepreneur's intentions, and guiding and recommending students to settle in the school's entrepreneur's incubation base, turning the project into entrepreneur's achievements, and striving to turn students' dreams of creativity, innovate and entrepreneurship into reality. The implementation of innovate and entrepreneurship teaching is inseparable from the support of management institutions, but specifically which department is responsible for innovate and entrepreneurship teaching-related matters, and the settings of each school are different. In some universities, more than one institution is responsible for innovate and entrepreneurship teaching, which belongs to the management department, as shown in Table 2.

Table 2: Innovate and entrepreneurship teaching belongs to the management department

Administrative department	Number of people
Student office	21
Employment office	5
Departments and departments	48
Youth League Committee	15
There is no special management organization	4

4. Conclusions

Live marketing is a new expression of content marketing, and content marketing runs through the whole process of live marketing. It breaks the boundary of time and space and has a revolutionary impact on people's production and life. The e-business industry is developing rapidly, and its scale continues to expand. The huge business opportunities in the e-business market make the e-business competition increasingly fierce. Internet users tend to be more and more rational when watching live broadcasts, and high-quality content will become the key factor for the develop of the platform. With the encouragement and guidance of relevant policies, more and more attention will be paid to this market. Actively participate in the study of live webcast, improve various deficiencies in the development of e-business, and double the sales of agricultural products. Under the background of the

implementation of the rural revitalization strategy, rural e-business has become a powerful assistant to the employment of rural population and an effective way to solve the "three rural" problems. The application of live webcast in "agriculture, rural areas and farmers" is still in the primary stage, and the content is simple and rough, which can't meet the needs of "audience"; The brand influence of agricultural products is not enough, the online sales market has not been fully opened, and there is a lack of influential e-business brands. We should pay attention to the quality management in the processing, packaging and transportation of agricultural products, determine reasonable prices, pay attention to consumers' immediate needs and improve the comprehensive quality of products.

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