

The Value Purpose and Practical Direction of Integration of Ideological and Political Education and Innovation and Entrepreneurship Education

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ABSTRACT: *In recent years, innovation and entrepreneurship education in China's universities has developed rapidly as an effective carrier for deepening educational reforms. It has played a vital role in cultivating talents and constructing campus culture. Southwest Minzu University, making full use of its own disciplinary, talent, and location advantages, strives to create an innovation and entrepreneurship platform, deepens the reform of talent cultivation modes, strengthens the construction of innovative and entrepreneurial mentor teams, establishes and improves innovation and entrepreneurship education system that integrated with theory teaching, practical training, guidance assistance, and cultural leadership and with distinctive national characteristics. It's great efforts in cultivating national elite talents with innovative spirit, entrepreneurial consciousness and innovative entrepreneurial ability has formed a characteristic path to promote ideological and political reform of curriculum.*

KEYWORDS: *innovation and entrepreneurship education; Ideological and political education*

1. Introduction

"Putting ideological and political work into the whole process of education and teaching relates to the fundamental question of what kind of people are cultivated in colleges and universities, how to cultivate them and cultivate for whom [1]." Deepening the reform of innovation and entrepreneurship education is a systematic task. It has the continuation of history and also highlights the characteristics of the new era. "It is an urgent need for the country to implement an innovation-driven development strategy and upgrade the quality and efficiency of the economy. It is an important measure to promote comprehensive reform of higher education and promote higher quality entrepreneurship and employment for college graduates [2]." As a practical exploration, the integration of ideological and political education into innovation and entrepreneurship education stems from the consistency of its training objectives, work content, teaching methods, and educating functions. At the same time, the construction of "course ideology and politics" in innovation and

entrepreneurship education enriches the connotation and extension of ideological and political education and is of great significance to the improvement of its disciplines, target areas, and the expand of content models.

2. Why is it necessary to deepen the reform of innovation and entrepreneurship education and promote the ideological and political construction of curriculum?

Deepening the innovation and entrepreneurship education reform is a systemic task that has historical continuity and highlights the characteristics of the new era. It is a need to actively respond to the new opportunities and challenges brought about by the new round of scientific and technological revolution and industrial reform. Need to enhance the ability of education to serve economic and social development. In the "Decision of the Central Committee of the Communist Party of China on Adhering to and Improving the Socialist System with Chinese Characteristics and Promoting the Modernization of the National Governance System and Governance Capability", the term "innovation and entrepreneurship" appeared 32 times, and "building an innovative country" "innovative education and The development direction of "learning methods", etc., shows that the paradigm of higher education talent training must undergo a major change, which is an urgent need for the country to implement an innovation-driven development strategy and promote economic quality and efficiency upgrades.

Deepening innovation and entrepreneurship education, promoting curriculum ideological and political reform are the needs of serving students for all-round development. Cultivating future-oriented innovation and entrepreneurial talents, and promoting comprehensive reform of higher education are important measures to promote the profound changes in the paradigm of university personnel cultivation. In the "National Standards for the Teaching Quality of Undergraduate Majors in Regular Colleges and Universities" issued by the Ministry of Education, the goals and curriculum requirements for innovation and entrepreneurship education in various majors are specified, and basic requirements for entrepreneurship education and teaching in regular institutions of higher learning are formulated. To establish a flexible academic system, an innovation and entrepreneurship credit accumulation and transformation system, and an online open course learning certification and credit affirmation system. Innovative and entrepreneurial education implements curriculum ideology and politics, and strives to create online and offline innovative and entrepreneurial education "golden courses", which is of great significance for cultivating people of a new type of the times.

3. On the premise of clarifying the interactive logical relationship between the two, why is it feasible in integrating ideological and political curriculum and innovation and entrepreneurship education?

3.1 Multidisciplinary background and academic research basis

Innovation and entrepreneurship education is a kind of interdisciplinary education, which is formed by the cross fusion of management, economics, pedagogy, psychology, law and other disciplines. It focuses on the cross integration of knowledge and skills, disciplines and competitions, practice and literacy and it is the innovation of interdisciplinary knowledge. It cannot be carried out independently that separated from subject teaching. At the same time, it is the cross-cultivation and comprehensive improvement of communication and collaboration, language expression, writing ability, financial management, logical analysis, leadership, imagination and other abilities. From the perspectives of different disciplines, the academic circles use the theories of comprehensive development, OBE, CDIO, entrepreneurial opportunities, and the "triple spiral" to analyze and study innovation entrepreneurship education. The CDIO concept encourages teachers and students to "learn by using, learn by teaching, learn by doing, and learn by thinking". Henry Etzkovitz (2005) believes that the "triple spiral" is an innovative model. Huang Chaobin and other scholars (2011) believe that "while cultivating and maintaining the students' innovative spirit and creative power, they also need to consider their needs in real work and life [3]". These studies have provided the necessary support to promote curriculum ideology and politics.

3.2 Implementing open teaching and using domestic and foreign experience for reference

As a newer educational concept and educational model, innovation and entrepreneurship education is promoting the implementation of open teaching such as flipped classrooms and MOOCs along with educational reform and practices. Vygotsky believes that teachers should help students design a framework for learning, cultivate students to communicate and collaborate within the framework, learn independently, and then promote the transformation of practical results. This is consistent with the theory of cooperative learning that advocates focusing on students' interest and habit formation, learning ability improvement and cultivation. While situational learning requires teachers and students to take problem as orientation and take problem-solving as a goal to learn knowledge and skills, which are all provide reference for opening teaching of innovation and entrepreneurship education. The "three education permits" proposed by Colin Ball include academic credentials, vocational skills, being enterprising [4]. And the academic circles generally believe that innovation and entrepreneurship education is an effective way to better realize "enterprising". These experiences have provided necessary guarantees for curriculum ideology and politics.

3.3 Practical value appeal and intrinsic logic of solving practical problems

Innovation and entrepreneurship education is highly practical, and it is to carry out innovation and entrepreneurship activities based on solving practical problems. Li Jiahua (2010) believes that "the practical characteristics of innovation and entrepreneurship education determine to help students hone their will, accumulate the experience, enhance the ability, and form the character through necessary practical links [5] ", Xu Huaping (2004) believes that " entrepreneurship education is positioned as a form of quality education, with the core of improving students' entrepreneurial quality and cultivation[6] ", and Wang Zhanren (2015) believes that " the core concept of innovation and entrepreneurship education is 'for all students,' combining with professional education 'and integrating into the whole process of talent training'. The basic goal is 'full coverage', 'leveling' and 'differentiation'[7]. These logics all provide the necessary logic for curriculum ideology and politics.

4. To clarify the interaction logic between the two and why it is feasible for innovation and entrepreneurship education and curriculum ideology and politics?

Southwest Minzu University is guided by the needs of the economic and social development of ethnic minorities and ethnic regions, and gives full play to the school's disciplinary, talent, and location advantages. It strives to create an innovation and entrepreneurship platform, deepens the reform of the talent cultivation model, and strengthens the construction of innovation and entrepreneurship mentor teams. And establishing and improving innovative and entrepreneurial education system that integrated with classroom education, practical training, guidance and assistance, and cultural guidance and with distinctive national characteristics. The school strives to cultivate national elites with innovative spirit, entrepreneurial consciousness, and innovative and entrepreneurial ability. After continuous exploration and practice, the school has formed a characteristic working mode of mass entrepreneurship and innovation education of "one mechanism, two platforms, three attentions, three combinations, and five integrations".

4.1 Relying on national cultural resources to build a practical training platform of national culture and creativity

Based on the featured discipline brand of "nation", the school makes full use of various degrees and key discipline platforms at all levels of our school, as well as the national literature center and the national museum etc., to greatly strengthen the platform construction of university students' mass entrepreneurship and innovation bases and provide them with rich culture resources and academic research guidance.

4.2 To establish "one museum, two spaces", and build an actual combat platform of national science and technology

Culture leads innovation and technology changes destiny. The school has

successively built an Innovation and Cultivation Space, a Maker Teahouse, and an I Innovation Space, with a total area of more than 10,000 square meters, which are used for the practice of innovation and entrepreneurship of national science and technology. Innovation and Cultivation Space is an entrepreneurial nursery, and its function is positioned as the popularization area of creative thinking and the collision area of creative ideas. It mainly develops creative exchanges and innovative practices that are closely integrated with various professional educations, and the development of cultural and creative products with ethnic characteristics. Maker Teahouse is an incubator, its function is positioned as an incubation space for entrepreneurial practice projects, and it mainly develops the cultivation of student' entrepreneurship projects and short-term training of entrepreneurial skills. I Creation Space is an accelerator, and its function is positioned as an actual combat zone for start-ups and a cooperation zone for cooperation systematic project of government, production, study, scientific research and practical use. It mainly provides students with consulting services, resource introduction, financial support and other entrepreneurial services.

4.3 Object-oriented, innovation and entrepreneurship education work highlights "three attentions"

Firstly, pay attention to students' subjective participation. On the one hand, through the opening up the content-rich general courses of innovation and entrepreneurship education to popularize the knowledge of innovation and entrepreneurship; on the other hand, hold various practical activities to make every student in the school exposed to the atmosphere of innovation and entrepreneurship. Secondly, focus on the element of "Internet Plus". Using the method of "Internet Plus" to help the innovation and entrepreneurship project to realize network management in the whole process. And to instruct the calculation of workload and results statistics for teachers. The mentor project database can be checked in real time through technical means. At the same time, to organize students to participate in the "Internet Plus" entrepreneurship competition. Thirdly, focus on the economic and social sustainable development in ethnic areas. The school relies on the national-level innovation and entrepreneurship base for practical education—the Qinghai-Tibet Plateau Ecological Environment Protection and Animal Husbandry High-tech Innovation Practice Research and Development Base. Starting from the "actual field, actual facts, and actual needs", the school accurately assists Hongyuan County about the innovation and entrepreneurship education and technological innovation. A number of scientific and technological transformation achievements were promoted, and close cooperation between the government, professional cooperatives (enterprises) and herders was achieved, and grassland degradation and desertification in Hongyuan County were significantly restored.

4.4 Deepen reforms and adhere to the "three combinations" in innovation and entrepreneurship education

Firstly, to insist the combination of innovation and entrepreneurship education and the cultivation of top innovative talents. Relying on the national specialty-undergraduate major in finance, the “Wang Weizhou Minority Innovative Talents Class (Finance)” was launched to train top-notch innovative talents. And to promote teachers to integrate international cutting-edge academic development, latest research results, and practical experience into classroom teaching. To cultivate students' critical and creative thinking. Secondly, to adhere to the combination of innovation and entrepreneurship education and collaborative education. To establish a new school-school collaborative education system, take advantage of Hunan University's counterpart support opportunities, and use the school's discipline advantages and faculty strength to promote talent cultivation of innovation and entrepreneurship that adopted the method of “two plus two plus one” and “two plus one plus one” respectively; to establish a new school-enterprise collaborative education mechanism, cooperate with the world's top 500 well-known companies, alumni companies to build laboratories, carry out technical cooperation research and development, and regularly organize students to carry out internship and training in these companies; to establish a new school-region collaborative education mechanism, signing strategic cooperation agreements with autonomous governments of Ganzi, Aba, Liangshan and other ethnic groups to jointly build a university student entrepreneurship incubation base in ethnic areas and to jointly cultivate innovative national talents; to establish a new international cooperation and education mechanism, relying on “quality improvement class of innovation and entrepreneurship education” to go abroad for training. And to reach cooperation intentions in terms of the exchange of scholars and lectures on innovation and entrepreneurship with four universities including the University of Saarland in Germany. Thirdly, to adhere to the combination of innovation and entrepreneurship education and strengthening teaching management. To establish a system of credits accumulation and conversion for innovation and entrepreneurship and archives and school report of innovation and entrepreneurship for students, allowing students to suspend their studies and start businesses. If undergraduate students of our school have achieved certain levels of achievements in subject competitions, scientific research, inventions, and social practices during their years of study, after applying and accrediting, they can obtain corresponding credits, and they can also apply for graduation design (thesis), and get extra points when they exempt from admission exam to get a master's degree.

4.5 Innovation and entrepreneurship education work should achieve "five integration" throughout the whole

Firstly, to integrate innovation and entrepreneurship education into the structure adjustment of discipline and profession. The school adheres to the discipline and profession construction thinking of focusing on the development of national superiority disciplines, highlighting the development of national characteristics

about relevant disciplines, and relying on the development of national characteristics about emerging disciplines. The school has added a number of specialities such as cultural industry management, Tibetan medicine, environmental engineering that related to and has complementary advantages with national minority cultural industries, Qinghai-Tibet Plateau ecological protection and animal husbandry. To instruct through classification and build the existing undergraduate majors, and focus on supporting the construction of specialty with national advantages, "excellent plan" majors, and emerging interdisciplinary majors, laying a good discipline foundation for improving the cultivation quality of applied, versatile, and innovative diverse talent.

Secondly, to integrate innovation and entrepreneurship education into curriculum construction. The school actively explores innovative and entrepreneurial teaching content in general courses and professional courses, and integrates ideological and political education concepts into curriculum education. At present, the university offers a total of 26 courses on innovation and entrepreneurship, such as Entrepreneurship, Lean Entrepreneurship Practice, and Cultivation of College Students' Entrepreneurship Awareness, focusing on motivating students' exploration spirit and training students' innovative thinking. Thirdly, to integrate innovation and entrepreneurship education into the reform of teaching methods. To actively promote the deep integration of information technology and undergraduate teaching, introduce new ideas and new methods such as "flipping classroom", and continuously innovate teaching methods and methods, thereby eradicating the customary practice of instilling knowledge and stimulating students' enthusiasm, initiative and creativity. In the courses of innovation and entrepreneurship and SYB entrepreneurship training, heuristic, discussion and participatory teaching are widely used.

Fourthly, to integrate innovation and entrepreneurship education into improvement of assessment methods. Aiming at the different learning basis of students from ethnic regions, our school implements hierarchical and categorized teaching, formulates the *Administrative Measures for the Evaluation of Undergraduate Courses at the Southwest Minzu University (Trial)*, reforms the content and methods of examination and assessment, and focuses on examining the student's ability that use knowledge to analyze and solve problems. Fifthly, to integrate innovation and entrepreneurship education into practical links. To strengthen the link of practice teaching, gradually improve the practice teaching system that takes basic practical experiments, professional course internships, and graduation internships as the main content. And continuously increase the laboratory construction, and open up scientific and technological innovation and experimental and practical resources to all students in the school. Combining the educational needs of the mass entrepreneurship and innovation practice, it has explored a characteristic development path for promoting the innovation and entrepreneurship education curriculum ideology and politics, and cultivation the people of a new type of the era with all-round development of the moral, intellectual, physical, aesthetic, and labor.

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