

Comparative Analysis of Entrepreneurship Education Policies for Chinese and Foreign College Students Based on Innovative Culture

Chenming Shen

Zhengzhou University of Aeronautics, Zhengzhou City, Henan Province, 450046, China

Email: 1456982562@qq.com

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Abstract: Entrepreneurship education first appeared in the United States. In 1947, Harvard Business School introduced entrepreneurship courses. Foreign countries have a gradual and in-depth understanding of entrepreneurship and innovation education. Some developed countries have formed a relatively mature system of entrepreneurship education and entrepreneurship support. Although there are still differences and debates on the concept and connotation of entrepreneurship education in various countries, from the research of scholars and the entrepreneurship education practice in various countries, entrepreneurship education contains 30% goals. They are learning to understand entrepreneurship, learning to become a person with entrepreneurial quality, spirit and ability, and learning to become an entrepreneur who runs an enterprise. Countries have taken corresponding measures around these three goals of entrepreneurship education. Encourage, guide and standardize college students' entrepreneurship and entrepreneurship education as priority areas for development. In contrast, there are still many problems in China's college students' entrepreneurial education that need improvement. Under the general situation of mass innovation and entrepreneurship, the reform of Chinese college students' innovation and entrepreneurship education will enter a new chapter.

1. Introduction

The Fifth Plenary Session of the Seventeenth Central Committee of the Party clearly stated that the innovation culture will be listed as the pillar industry for the key support and development of the national economy in the future, which indicates that the cultural industry will present a scene of great development and prosperity [1]. The development of the cultural industry requires the emergence of a large number of talents, and as a college with many innovative and entrepreneurial talents, it will become the main front for the development of the cultural industry [2]. With the perfect development and in-depth reform of China's socialist economy, more and more college students have begun to try their own businesses [3]. However, entrepreneurship education based on innovative culture is a brand-new field of educational theory research and educational practice exploration at home and abroad. Governments and institutions of higher learning around the world have begun to actively try and explore effective entrepreneurship education modes and practices [4]. The development of innovation and entrepreneurship education and practical research is a realistic choice for education to actively adapt to economic, social and human development. Cultivating innovation and entrepreneurship talents and improving the entrepreneurship quality of the whole nation is a strategic measure to enhance the overall national strength.

The 21st century is known as the “century of innovation and entrepreneurship education”, which is of great significance to improving the level of national entrepreneurship and innovation, promoting the transformation of university knowledge, and solving the employment problems of college students [5]. The differences between Chinese and foreign college students' entrepreneurial education in terms of importance, development status, concept understanding and practice are objective. Face up to the differences, learn and learn from the mature model and successful experience of foreign entrepreneurship education [6]. Establish a strategic height of entrepreneurship education, and build an entrepreneurial education system and practice model that

is suitable for the actual education of Chinese universities. The establishment of a policy support system and a social support system to promote the entrepreneurship education and practice of college students is the only way to strengthen the entrepreneurship education of college students and cultivate high-quality talents with innovative spirit and ability [7]. Therefore, through the investigation of the development of cultural and creative industries at home and abroad, combined with the exploration of innovative and entrepreneurial talents training modes in colleges and universities, in order to find a cooperative path of mutual development between the two, thus providing useful reference for the development of cultural industries and innovative and entrepreneurial talents training in China [8].

2. Comparative Analysis of Entrepreneurship Education at Home and Abroad

2.1. There is a gap between the concept of entrepreneurship education and the practice of entrepreneurship education at home and abroad

Entrepreneurial education in developed countries is positioned at the strategic level of the country and shows forward-looking and long-term features in educational concepts. Entrepreneurship education in China is more recognized and implemented as an employment policy, aiming at solving the current employment problem. When developed countries such as Europe and the United States expound the concept of entrepreneurship education, their starting point is more to improve the employability of the educated. The training of entrepreneurial ability is regarded as a new educational goal, a new talent training mode and the direction of educational reform. In the practice of entrepreneurship education, developed countries such as Europe and America have distinctive characteristics. Foreign entrepreneurship education is rich in content and forms. The main contents include the cultivation of entrepreneurial awareness and attitude, the learning of entrepreneurial knowledge, the training of entrepreneurial skills, etc., paying attention to the integrity and practicality of entrepreneurial content, and enforcing entrepreneurship education throughout the whole process of education. Many aspects of entrepreneurship education in China are still in the exploratory stage, and there is no complete system for the knowledge of finance, finance, marketing and management in the process of entrepreneurship. A comparison of the support rates of Chinese and Western countries for college students' entrepreneurship education is shown in Fig. 1.

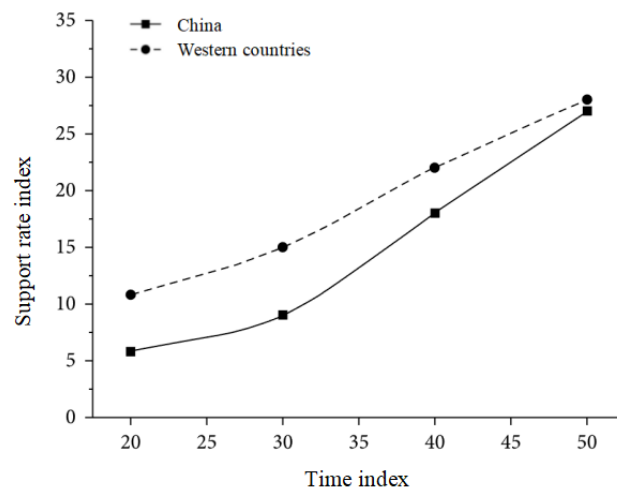


Fig.1. Comparison of the supporting rate of college students' entrepreneurship education between China and Western countries

2.2. The research on the model and practice of entrepreneurial education in domestic college students is relatively lacking

Although many experts and scholars have carried out theoretical research on the model and practice of entrepreneurial education for college students, the research on entrepreneurship education in China is still in its infancy. Research on entrepreneurship education, entrepreneurship

education content, entrepreneurship education support, etc. is still not in place, and most aspects involving entrepreneurship education are in the process of exploration and experimentation. For the time being, there are many studies on the status quo of entrepreneurship and the exploration of entrepreneurial conditions and qualities, and there is a lack of comprehensive and in-depth research. With the popularization of higher education and the increasingly serious employment situation of college graduates, people will focus on the employment of graduates and explore the theoretical research and practice of entrepreneurship education. Therefore, macroeconomic policy research and comprehensive and systematic research results are needed to guide and promote college students' entrepreneurial education and practice. At the same time, from the collection of entrepreneurial education research literature, there is a lack of first-hand research materials and research results of foreign experts and scholars. Therefore, it is impossible to comprehensively and accurately grasp foreign entrepreneurship education and research, and further work in this area needs to be strengthened. The proportion of entrepreneurship education in talent education in Chinese and Western universities is shown in Fig. 2.

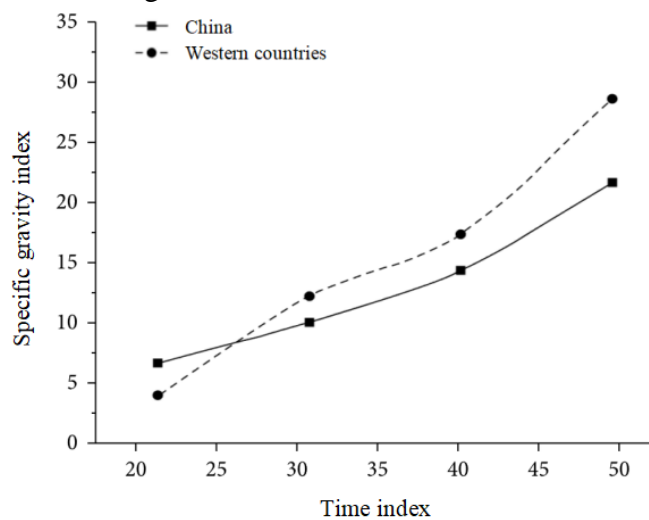


Fig.2. The proportion of entrepreneurship education in talent education in Chinese and Western universities

3. The Necessity of the Reform of College Students' Entrepreneurship Education

3.1. College students' entrepreneurship education reform meets the needs of national and social development

In recent years, with the continuous expansion of the enrollment scale of colleges and universities in China and the transformation of social economy, the employment problem of college students has become the focus of social attention. Comparing the status quo of entrepreneurship education in colleges and universities between China and foreign countries, it is inevitable to realize the shortcomings of innovation and entrepreneurship education in colleges and universities. Faced with the new situation of mass entrepreneurship and innovation, college innovation and entrepreneurship education has also come to a time when reform has to be made. Only by continuously improving the innovation and entrepreneurial ability of college graduates can we adapt to the needs of national innovation-driven development, and also adapt to the needs of mass entrepreneurship and innovation. To carry out innovation and entrepreneurship education for college students is the need to cultivate college students' entrepreneurship and entrepreneurial ability in the era of knowledge economy. It is also the demand for changes in talent demand in the development of the country and society. It plays a very positive role in the cultivation of students' innovative and entrepreneurial abilities and the improvement of their comprehensive abilities. In the face of strong employment pressure and the need to realize personal values, college students have a strong desire for self-improvement and hope to get more practical experience and the possibility of success from entrepreneurship training.

3.2. The reform of entrepreneurship education for college students is the demand for the development of colleges and universities, especially vocational colleges

The purpose of implementing innovation and entrepreneurship education reform in colleges and universities is to respond to the country's demand for high-quality talents for innovation and entrepreneurship, and is also an important means to meet the needs of social enterprises. Establishing a good entrepreneurship education system will make it easier to establish a good school-enterprise cooperation relationship with the social industry and realize the transformation of scientific research achievements. Innovation education, as the inheritance and development of traditional education, is very advantageous whether college students innovate in their jobs or realize innovation and entrepreneurship. It is also an important measure to deepen the reform of education and teaching in colleges and universities by constructing innovative entrepreneurship education and training systems, innovating talent training models, and improving the quality of personnel training. It is also in line with the implementation of innovation-driven development strategies by the state and society. Contrasting the current situation of entrepreneurship education in China and foreign countries, summarizing its characteristics, analyzing its advantages and disadvantages, fully paying attention to the necessity of entrepreneurship education reform in Chinese colleges and universities, and also have a good guiding role in the development of entrepreneurial education for Chinese college students.

4. Measures to Strengthen College Students' Entrepreneurship Education

4.1. Constructing an entrepreneurial education system and practice model suitable for the reality of Chinese university education

China's national conditions determine the main role of Chinese universities in college students' entrepreneurship education. At present, the teaching mode of entrepreneurial education for college students in China is closed, the content is outdated, the form is single, and there is no perfect entrepreneurial education practice system and professional faculty. At the same time, there are also uncertainties in the choice of entrepreneurial education model. There are heavy entrepreneurial awareness training, and there are heavy entrepreneurial practices. There are emphasis on the research-based, teaching-oriented, and service-oriented entrepreneurship education model according to the school level. It is difficult for universities to choose. Therefore, it is necessary to set up an entrepreneurship education system and a practical mode suitable for Chinese university education as soon as possible, to coordinate and solve the curriculum setting of innovation and entrepreneurship education, and to improve the curriculum system of innovation and entrepreneurship education. Strengthen the selection and training of teachers, promote the professionalization and internationalization of the allocation of teachers, and realize the combination of specialty and double-qualified entrepreneurship education teachers. Only by constructing the entrepreneurship education system and practice mode of college students with Chinese characteristics can we survive and develop with characteristics.

4.2. Establishing a social support system to promote college students' entrepreneurship education and practice

Entrepreneurship education for college students is a systematic project, which requires the joint support and participation of education administrative departments, schools and the whole society. We should create an innovative, pioneering and enterprising learning environment and a relaxed and free environment that respects entrepreneurship, encourages adventure and tolerates failure. We will improve the policy support system and social support system, and promptly formulate policies aimed at promoting entrepreneurship education and practice for college students. Mobilize social forces to participate in the entrepreneurship education and practice of college students, and strive to form a perfect policy system to promote college students' entrepreneurship. Establish a set of innovative entrepreneurship education models and mechanisms with Chinese characteristics, and create a social environment in which the whole society supports and promotes college students'

entrepreneurship. Colleges and universities should also actively seek government support and social participation to combine entrepreneurship education with local economic development. Strive for local government's comprehensive and multi-level preferential policies and establish a variety of incubators. At the same time, build a domestic communication platform and integrate with international academic research to achieve comprehensive resource sharing and integrated development of production, education and research.

5. Innovation Culture and Entrepreneurship Education

5.1. Promote the common sense of innovation and entrepreneurial ability through cultural creativity

First of all, under the premise of fully clarifying the connotation of cultural industry and innovation and entrepreneurship education, we will strive to find a point of convergence between the two sides. Focusing on general education, professional education and elite training, the curriculum construction is divided into three modules: knowledge transfer, quality education and ability training. It trains and trains students' entrepreneurial quality, entrepreneurial knowledge and entrepreneurial skills. Second, further clarify the relationship between innovation and entrepreneurship. Actively encourage and train students to develop and develop their personal interests, and encourage them to find inspiration and sparks in their daily lives. Let creative activities become the norm in daily life, and finally realize the three functions of inspiring innovation, simulating entrepreneurship and improving employment. Finally, colleges and universities should promote and practice innovation and entrepreneurship education as a whole, and gradually establish educational goals and concepts with creativity value chain as the core through repeated practice and exploration. Inspire their innovative thinking and think creatively about the future, and ultimately help them to acquire and master the judgment and insight of the society and the market.

5.2. Building a long-term mechanism of policy synergy and innovation with innovative culture as a link

First of all, colleges and universities should fully grasp the opportunities brought by the development of innovative culture, and strive to absorb all sectors outside the school to participate in the process of innovation and entrepreneurship education. Make full use of all kinds of social resources and alumni network, and gradually form a benign interaction and complementary advantages of resources inside and outside the school. The project platform and technical support are provided to students in the way of “politics, production, study and research”. Secondly, we should fully rely on the platforms of cultural and creative expositions and cultural and creative parks around the world, and build an innovation and entrepreneurship education information platform based on the advantages of industrial agglomeration. Give full play to the advantages of the innovation and entrepreneurship practice platform, and provide opportunities for students to practice simulation exercises at various levels and stages. Finally, to create an innovation and entrepreneurship incubation platform linked by universities, industries and enterprises, and gradually form a value chain creation process and innovation and entrepreneurial industry ecology integrating creativity, creation, entrepreneurship, innovation and service. Finally, a new pattern of coordinated development of personal development and social development, technological innovation and social progress will be realized.

6. Conclusion

Efforts to cultivate and improve college students' innovative spirit and entrepreneurial ability are the key to the cultivation of talents in colleges and universities. Therefore, in the current development and prosperity of the cultural industry, domestic universities should meet the progress of the times and the development of society with a more open and positive attitude. Incorporate the innovation and innovation of entrepreneurship education into the wave of cultural industry

development and raise it to the core position of teaching reform. We must combine China's own national conditions to explore and select the development model of entrepreneurship education suitable for Chinese college students. This is a long-term and arduous task, which requires us to further deepen our understanding and grasp of the connotation of entrepreneurship education for college students, and at the same time to make efforts to improve the effectiveness of entrepreneurship education. By continuously improving the innovation and entrepreneurship education system and giving full play to the role of the innovation and entrepreneurship education platform, we will always maintain close ties and high integration with the cultural industry market. Only by establishing a five-in-one linkage mechanism of government, society, university, family and students can China's entrepreneurship education for college students develop faster and better.

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