

## Research on the Implementation of Innovation and Entrepreneurship Education in Adult Higher Education

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**Abstract:** In the era of “mass entrepreneurship and mass innovation”, it is an inevitable choice for adult higher education to carry out the historical mission of training innovative entrepreneurs. Innovation and entrepreneurship education is not only conducive to improving the employment rate of adult higher education students, but also the inherent demand of the transformation and development of adult higher education in China. Innovation and entrepreneurship education in adult higher education should be guided by stimulating students'enthusiasm for innovation and entrepreneurship, based on the principle of realizing their main position in innovation and entrepreneurship, based on strengthening innovation and entrepreneurship practice, based on tapping comprehensive curriculum resources of innovation and entrepreneurship, and guaranteed by implementing flexible educational system.

### 1. Introduction

Following Prime Minister Li Keqiang's call for “mass entrepreneurship and mass innovation”, the State Council set off a new upsurge of innovation and entrepreneurship, and issued “Opinions on the implementation of the reform of innovation and entrepreneurship education in Institutions of higher learning”, which provides a reference for all kinds of institutions of higher learning, including adult higher education, to carry out innovation and entrepreneurship education[1]. Clear direction provides a new opportunity for development. Especially for China's adult higher education, the quality of talent training has been widely criticized for a long time, and under the influence of the popularization of higher education, it has been deeply in the crisis of student resources[2]. In June of the same year, the Ministry of Education convened the National Video Conference on Deepening Innovation and Entrepreneurship Education Reform in Colleges and Universities. The main content of the conference is to study various measures and take measures to promote the implementation of innovation and entrepreneurship education reform programs and measures in Colleges and universities. Deepening reform, adapting to the requirements of innovation and entrepreneurship in the era, and carrying out innovation and entrepreneurship education are the proper choices for adult higher education to get rid of the development dilemma and achieve successful transformation[3]. Subsequently, the provincial education authorities issued policies to respond. Colleges and universities took the lead in carrying out a wide range of innovative entrepreneurship education teaching and practice activities, including theoretical research, curriculum system construction, classroom teaching, practice platform development, practice base establishment and market-oriented project incubation. Under its influence, adult colleges and universities have also opened up the organization and implementation of innovation and entrepreneurship education according to their own educational characteristics and laws.

### 2. The Necessity of the Transitional Development of Adult Higher Education

Adult higher education is not only an important part of higher education in China, but also an

important part of higher education in adult education[4]. It is a higher education for working or non-working adults who meet the entrance criteria. It aims to meet the needs of adults to improve their own quality or adapt to professional requirements. It is one of the ways to train specialized talents. Based on the above definition, we can see that adult nature and higher nature are the two basic attributes of adult higher education in China[5]. Adult nature is the most prominent feature that distinguishes it from ordinary higher education. Higher nature determines its major mission of training high-level innovative talents. In the era of “mass entrepreneurship and mass innovation”, it is both inevitable and feasible for China's adult higher education to carry out innovative entrepreneurship education[6].

Looking back on the past, China's adult higher education has played a key role in academic compensation on the historical stage, and has made remarkable achievements[7]. Based on the current situation, innovation and entrepreneurship has become a distinct theme of the times. Adult higher education must overcome difficulties and shoulder the arduous mission of cultivating innovative and entrepreneurial talents. However, due to various reasons, the output quality of adult higher education in China has not been widely recognized by the society, the practical ability of graduates is not strong, the ability of employment and entrepreneurship is weak, and it is difficult to meet the social demand for innovative entrepreneurship talents[8]. As a result, the satisfaction of graduates, parents, enterprises and even the whole society to adult higher education is reduced, so that some adult colleges and universities are deeply in the crisis of student resources. The source of students is the lifeline of adult higher education, and the degree of graduates' employment satisfaction is also related to the survival and development of adult higher education. Faced with the call of the era of innovation and entrepreneurship and the dilemma of the development of adult higher education, adult higher education urgently needs to break through the barriers of academic education, so as to change its attraction from the main function of academic compensation to the direction of training innovative and entrepreneurial talents. However, standing at the crossroads of transformation, China's adult higher education has not pushed forward its own reform without hesitation[9]. On the one hand, due to its inability to cope with the rapid development of society, on the other hand, due to the influence of inherent inertia, some adult higher education institutions seek stability, fear disorder, hold incomplete, adhere to the traditional model of running schools. Form, leading to a serious disconnection with social development[10].

### **3. The Implementation of Innovation and Entrepreneurship Education in Adult Higher Education**

#### **3.1. Renewal of ideas and establishment of vocational and learning-oriented talents**

The implementation of traditional education for many years is based on the educational goal of academic degree orientation. With the orientation of academic credentials, adult education in Colleges and universities attaches great importance to the acquisition of academic credentials and neglects the characteristics of students. The prominent characteristics of adult students are professionalism, which shows the learning needs and purposes of adult students. Nowadays, the need for professional talents lies in “innovation and entrepreneurship”, so the ability acquisition of “innovation and entrepreneurship” has become one of the purposes for adult students to study.

Educational designers and implementers of adult education in Colleges and universities should follow the pace of the development of the times, establish the consciousness of serving the local economy, renew their ideas, abandon the traditional educational concept oriented by academic qualifications, and establish the educational concept aiming at promoting students' career development and lifelong learning ability formation, so as to promote the development of students' career and lifelong learning ability. The development of students' innovative and entrepreneurial thinking and ability is the main goal, and corresponding adjustments and changes are made in personnel training mode, teaching methods and principles of education.

### **3.2. Innovating management system and establishing open management mechanism**

Due to the deviation of the current university administrators' understanding, the importance of adult education in Colleges and universities is not fully understood. The focus and focus of the development of colleges and universities are placed in the field of general higher education, while the space for the development of adult education in Colleges and universities is compressed and the motive force for its development is extremely limited. This is manifested in the obvious inadequacy of investment in adult education in Colleges and universities. The main manifestations of the management system are the imperfect management mechanism, imperfect management system, incompatible managers and outdated management methods. These hard injuries in the management system have seriously hindered the normal development of adult education in Colleges and universities, and can not provide management support and guarantee for the implementation of innovation and entrepreneurship education.

Raising awareness, increasing investment in education funds, breaking away from the traditional management methods and means of "people-in-charge", innovating the current management system, using information technology means, through the support of Internet technology, building information technology management platform, and establishing an open management mechanism can effectively guarantee the smooth implementation of education and teaching work. The innovation of management system shows the practical application and value of knowledge innovation. It can serve as an example for the innovation and entrepreneurship education of adult students and inspire them to form innovative thinking.

### **3.3. Building teachers team of adult education in colleges and universities**

At present, adult education in Colleges and universities mainly relies on the teaching staff of general higher education. Teachers engaged in general higher education teaching do not understand the laws of adult education teaching, the development characteristics of adult students, and the special needs of adult students for innovation and entrepreneurship, so as to apply "copy and paste" to adult education and teaching for full-time students. Education and teaching of students. The popularization of adult education has resulted in the homogenization of adult education and general higher education in Colleges and universities, which can not highlight the characteristics and advantages of adult education in Colleges and universities. Therefore, it is an inevitable measure for the transformation of adult education in Colleges and universities to establish a professional adult education teaching staff.

Professional adult education teachers in Colleges and universities should not only have a solid background of subject knowledge, but also understand adult education, adult students, entrepreneurship and innovation. In addition to enriching the teachers of subject theory, the construction of such teachers also needs to enrich participants and practitioners with innovative entrepreneurial background, such as entrepreneurs with innovative entrepreneurial experience, artists with innovative spirit and ability, and government personnel with innovative entrepreneurial policy implementation experience, to guide students to perceive the social and economic situation of innovative entrepreneurship and to understand innovative innovation and innovation. Opportunities and challenges of the industry, master the methods, strategies and skills of innovation and entrepreneurship. This kind of teacher force can comprehensively promote the development of innovation and entrepreneurship education in adult higher education from the three dimensions of innovation and entrepreneurship consciousness, innovation and entrepreneurship thinking and innovation and entrepreneurship ability.

### **3.4. Implementing educational and teaching reform**

Curriculum reform. The reform of teaching content is the reform of teaching materials. At present, there are many problems in adult education textbooks, such as simplification of subject content and aging of knowledge. With the transformation and development of adult education in Colleges and universities, and with the structural changes of the source of adult education students, this kind of textbook is no longer suitable for today's adult students to use. Reforming the existing

adult education textbooks, increasing the latest knowledge progress in the field of disciplines, and appropriately infiltrating the content of innovation and entrepreneurship education are the direction of the current adult education textbook reform. See Figure 1.

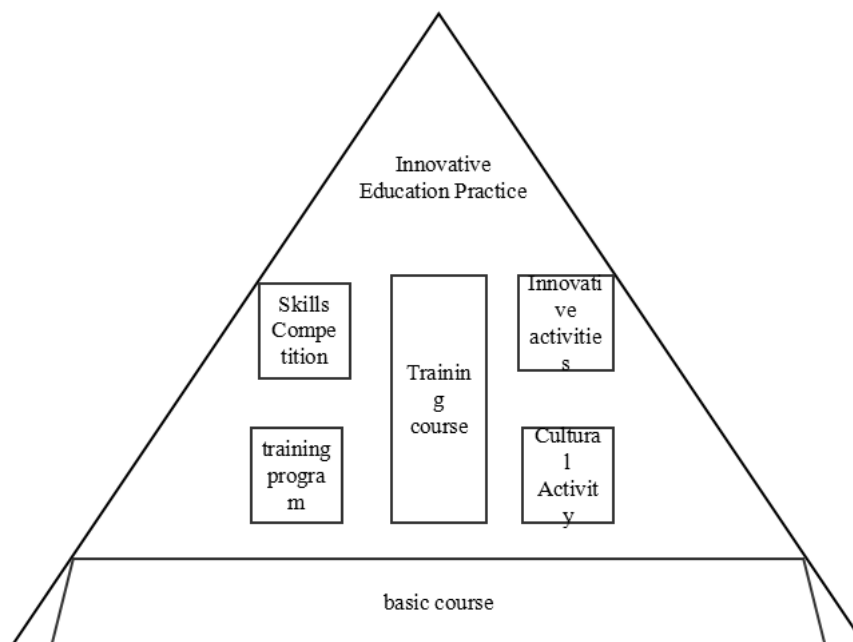


Fig.1. Innovative education system

Implementing innovative entrepreneurship education is not only to add an innovative entrepreneurship course to the current disciplines, but also to react with the current disciplines. This chemical reaction is the organic integration of the current disciplines and innovative entrepreneurship education. In the educational and teaching arrangements of each discipline, the elements of innovative entrepreneurship education should be included to achieve multi-disciplinary teaching and break away from the limitations of narrow professional teaching. In addition, the corresponding teaching arrangements should be given according to the different needs of adult students at different levels to form a systematic curriculum system.

**Reform of teaching mode.** The teaching mode of adult education in Colleges and universities should be a stable framework and procedure of teaching activities under the guidance of Vocational and learning-oriented educational concept. The traditional education-oriented teaching mode emphasizes the imparting of subject knowledge, ignores the subjectivity of adult students, and suppresses the formation of critical thinking of adult students. Critical thinking is an important part of creative thinking. The traditional teaching mode essentially suppresses the formation of creative thinking. Changing the traditional teaching mode of “speaking, listening, memorizing and learning”, taking the teaching mode of “putting forward problems to solve problems” as the basic procedure, creates conditions for students' learning process, stimulates students to form innovative thinking qualities such as divergent thinking and critical thinking in the process of seeking solutions to problems, and promotes learning. Students form the ability of autonomous learning, language communication, cooperative learning and the ability to resist pressure during the problem-solving stage of trial and error.

### 3.5. Practice exercise, experience and testing of innovation and entrepreneurship

Adult education in Colleges and universities can make use of the innovation and entrepreneurship base built by colleges and universities for full-time students, organize adult students to carry out practice exercises of innovation and entrepreneurship, so that students can organically combine the accumulation of theoretical knowledge with operational practice, as shown in Figure 2.

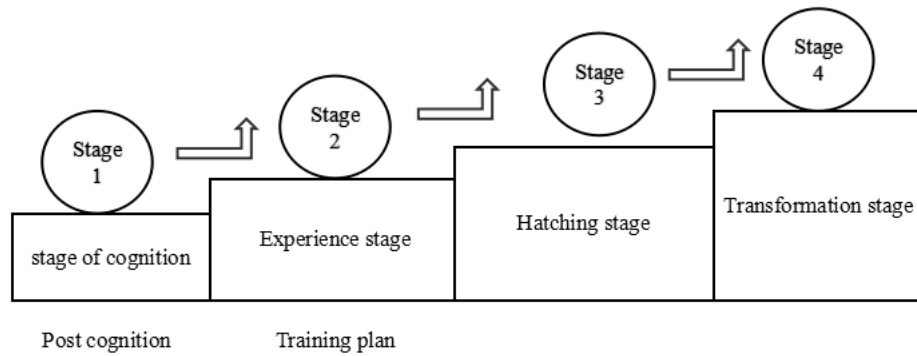


Fig.2. Practice plan

Through conducting the practice and simulation activities of innovative entrepreneurship, adult students can participate in and experience all aspects of innovative entrepreneurship in simulated situations, experience the risks and difficulties of innovative entrepreneurship with the most authentic personal experience, make psychological preparations for their innovative entrepreneurship, and practice and experience innovative entrepreneurship. In the process of practice, experience the charm of self-exploration and group cooperation, and find out their advantages and disadvantages in innovative and entrepreneurial thinking and ability. Through the performance of adult students in practice, colleges and universities can also test whether their talent training objectives are achieved, whether the flexible management system is in place, whether the reform measures of education and teaching are effective, and whether the construction of high-quality teachers is completed.

#### 4. Conclusion

In short, the transformation of society has increased the demand for talents, and also posed challenges and opportunities for the transformation and development of adult education in Colleges and universities. Actively promoting innovation and entrepreneurship education and reforming the existing problems and shortcomings in adult education in Colleges and universities are not only the requirements of the transformation and development of adult education in Colleges and universities, but also provide impetus and opportunities for the transformation and development of adult education in Colleges and universities.

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