

Current Situation and Model Construction of Innovation and Entrepreneurship Education in Colleges and Universities

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Abstract: At a time when competition is becoming increasingly fierce, as a new type of talent training model and a new educational concept, innovation and entrepreneurship education is increasingly valued by the state and universities. However, Chinese universities are still facing many problems in the process of constructing innovative entrepreneurship education model. Based on this, based on the discussion of the significance of constructing the model of innovation and entrepreneurship education in colleges and universities, this paper analyzes the status quo of constructing the model of innovation and entrepreneurship education in colleges and universities. And from the aspects of defining the idea and goal of innovation and entrepreneurship education, building a systematic curriculum system of innovation and entrepreneurship education, and building a professional team of teachers of innovation and entrepreneurship education, this paper puts forward some countermeasures to construct innovative and entrepreneurship education model in Colleges and universities, hoping to provide some reference for promoting the high-quality development of innovation and entrepreneurship education in colleges and universities.

1. Research background

1.1 Literature review

Hu Tianmin and Wu Qian analyzed the reasons of influencing the innovative entrepreneurship education model in Universities from two aspects of educational resources and educational ideas. They pointed out that the innovative entrepreneurship education model in universities should be constructed by innovative teaching methods and establishing a new talent training system (Hu and Wu, 2017). On the basis of analyzing the basic requirements of building innovative entrepreneurship education model, Xie Guoliang and other scholars discussed the path of building innovative entrepreneurship education model from the integration of social resources and other aspects (Xie et al, 2019). Ding Shou and Zheng Bin elaborated on the concept and status quo of innovation and entrepreneurship education, and proposed a number of strategies for constructing innovative entrepreneurship education models (Ding and Zheng, 2018). In response to the increasingly serious situation of college students' employment situation, Tang Jie explored the reform path of innovative entrepreneurship education mode, pointing out that colleges and universities should promote high-quality entrepreneurial employment by establishing advanced concepts of innovation and entrepreneurship education and carrying out innovation and entrepreneurship training. Yang, 2018). Zeng Yuanyuan and Luo Qiulan pointed out that China's current innovation and entrepreneurship education has problems such as inaccurate positioning and poor professionalism, and puts forward targeted countermeasures (Zeng and Luo, 2017).

1.2 Purpose of research

In the process of accelerating the construction of an innovative country in China, it is extremely important to continue to promote innovation and entrepreneurship education. College students are an important force to promote innovation and mass industry. Colleges and universities play an irreplaceable role in cultivating college students'innovative consciousness and ability. Although

many colleges and universities in China have incorporated innovation and entrepreneurship education into the goal of personnel training, and have achieved some results in recent years, there are still a series of problems to be solved urgently. In view of this, this paper attempts to analyze the current situation of the construction of innovative entrepreneurship education model in Colleges and universities, and then put forward targeted solutions, in order to provide reference and suggestions for the construction of innovative entrepreneurship education model in Colleges and universities.

2. Significance of constructing innovative and entrepreneurial education model in colleges and universities

First, as far as the teaching work is concerned, most colleges and universities in China lack the courses to cultivate the innovative consciousness and ability of college students. Despite the state's constant emphasis on strengthening the cultivation of College Students'innovative thinking and innovative ability, there are still some urgent problems to be solved in innovative entrepreneurship education from the actual teaching situation of colleges and universities. Therefore, in order to enhance the innovative ability of College students, colleges and universities should constantly strengthen the teaching of innovation and entrepreneurship, actively guide students in class, so that they have a solid professional theoretical basis.

Second, as far as college teachers are concerned, China's demand for high-quality talents is increasing, and the opportunities given by the state to college students to start their own businesses are increasing. This requires that teachers not only have strong professional qualities, but also have teaching skills to guide students'innovative thinking. Teaching skills also need to be combined with innovative practice, so as to meet the practical needs of college students in innovation and entrepreneurship. Therefore, it requires colleges and universities to strengthen the construction of teachers and cultivate students'innovative consciousness and practical ability.

3. The current situation of constructing innovative and entrepreneurial education model in colleges and universities

3.1 There is a misunderstanding deviation on the training objective of innovation and entrepreneurship education

At present, some colleges and universities for innovation and entrepreneurship education training objectives and training object positioning is not clear enough. Some colleges and universities have narrowly defined the training goal of innovation and entrepreneurship education as helping college students form creativity, implementing creativity through incubation projects and other ways, and then guiding college students to start their own businesses. It is not only the ultimate training goal of innovation and entrepreneurship education, but also the ideal goal of innovation and entrepreneurship education to assist college students in undertaking entrepreneurship. However, this concept makes the training object of innovation and entrepreneurship education in some universities more inclined to a few college students with entrepreneurship ideas, entrepreneurial potential and entrepreneurship projects, while ignoring the majority of college students who do not have mature entrepreneurship ideas and have no intention of entrepreneurship for the time being.

3.2 The curriculum system of innovation and entrepreneurship education is not systematic and perfect enough

At present, innovation and entrepreneurship education in China is still in its infancy. There are some problems in the development of innovation and entrepreneurship education, such as the lack of systematic and perfect curriculum system. Despite the large number of innovative entrepreneurship courses offered in some colleges and universities, there is a lack of necessary correlation among the courses offered. There is no perfect curriculum system among innovative entrepreneurship courses, professional theory courses and professional practice courses. The course content is relatively old, the routine is relatively fixed, lacking sufficient innovation and timeliness, and can not reflect the latest changes and characteristics of the current innovation market. There are

a few colleges and universities set up innovation and entrepreneurship education curriculum is relatively single, still staying at the basic theoretical level, the relevant practical courses are less, it is difficult to effectively promote the innovation and entrepreneurship of college students. In addition, in view of the limited practical channels and resources of most universities, the practice of innovation and entrepreneurship can only be limited to such activities as innovation and entrepreneurship contest.

3.3 Weak teachers in innovation and entrepreneurship education

The construction of innovative entrepreneurship education model has higher requirements for teachers. Teachers should not only have good professional quality and professional skills, but also have a deeper understanding and insight into the concept of innovative entrepreneurship education. At present, as far as the number of teachers of innovation and entrepreneurship education is concerned, many colleges and universities are facing the problem of shortage of professional teachers. Most innovative and entrepreneurship teachers in colleges and universities are part-time teachers of management and economics, and some innovative and entrepreneurship teachers in colleges and universities are part-time teachers of counselors or university students'employment guidance centers. As far as the quality of innovative and entrepreneurship teachers is concerned, the overall professional quality and comprehensive ability of the teaching staff are deficient and lack of rich practical experience, which can not meet the current development needs of innovative and entrepreneurship education and hinder the continuous improvement of the effectiveness of innovative and entrepreneurship education in colleges and universities. The prominent problem of teachers in innovation and entrepreneurship education has become one of the bottlenecks to promote the sustainable development of innovation and entrepreneurship education (Zhang and Wang, 2018).

4. Construction of innovation and entrepreneurship education model in colleges and universities

4.1 Define the concept and goal of innovation and entrepreneurship education

The core idea of innovative entrepreneurship education is to enhance college students'innovative thinking and cultivate their entrepreneurship. The ultimate goal of innovative entrepreneurship education is to help and guide college students to have the consciousness, spirit and skills of independent entrepreneurship, to enhance their self-development ability, so that they can actively adapt to society, and the object of innovative entrepreneurship education is all college students. Therefore, colleges and universities should constantly deepen their understanding of the core ideas and training objectives of innovation and entrepreneurship education. The aim of innovation and entrepreneurship education in colleges and universities is to guide more college students to regard entrepreneurship as a career choice and lifestyle, instead of unilaterally understanding innovation and entrepreneurship education as helping college students to start enterprises. Therefore, in the process of developing innovation and entrepreneurship education in Chinese universities, we should further clarify the concept and objectives of innovation and entrepreneurship education, set up more systematic and perfect courses according to the different needs of college students, and then achieve different learning objectives, and promote the high-quality development of innovation and entrepreneurship education.

4.2 Constructing systematic innovation and entrepreneurship education curriculum system

Curriculum content and curriculum system are important carriers of innovation and entrepreneurship education in Chinese universities. In view of the problems of single curriculum and outdated content in innovation and entrepreneurship education in Colleges and universities, major universities should gradually build and improve the innovative and entrepreneurship curriculum system with appropriate content and optimized structure. On the one hand, colleges and universities should set up different combinations of innovative entrepreneurship courses according

to the different needs of college students. For college students with entrepreneurial intention, more practical courses can be offered for them. College students with weak entrepreneurial willingness can provide basic courses for them, focusing on cultivating their innovative consciousness, spirit and thinking. On the other hand, on the basis of cultivating college students' theory of innovation and entrepreneurship, colleges and universities should further adjust their training objectives and pay attention to the effective link between teaching and practice. In this way, it can not only improve the theoretical level and practical operation ability of college students, but also help teachers to fully understand the degree of college students' mastery of curriculum content, and then build a more complete and systematic curriculum system.

4.3 Constructing professional teachers of innovation and entrepreneurship education

Teachers are the fundamental factor to promote the high-quality development of innovation and entrepreneurship education. Professional teaching staff is the primary factor to construct innovation and entrepreneurship education model in colleges and universities. In order to effectively solve the problem of weak teachers in innovative entrepreneurship education, Chinese universities should build a professional team of innovative entrepreneurship education teachers. First, colleges and universities should select teachers of relevant disciplines with high relevance to innovation and entrepreneurship education, provide them with opportunities for learning training, exchange and discussion, and on-the-job learning, improve teachers' professional theoretical literacy and practical ability of innovation and entrepreneurship, and improve the professional level of innovation and entrepreneurship education teachers' team as a whole. Secondly, universities can also hire senior managers with solid professional theoretical basis and rich practical experience to teach and share entrepreneurship experience for college students, and guide college students to carry out relevant entrepreneurship practice, so as to improve their innovative consciousness, innovative thinking and practical ability.

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