

The System Structure and Theoretical Value of "Broad-spectrum" Innovation and Entrepreneurship Education

1st Dawei Chen
College of Navigation
Jiangsu Maritime Institute
Nanjing, China
CDW6015@163.com

2nd * Renqiang Wang
College of Navigation
Jiangsu Maritime Institute
Nanjing, China
wangrenqiang2009@126.com

3rd Longsheng Wang
College of Navigation
Jiangsu Maritime Institute
Nanjing, China
18951792278@163.com

4th Jingdong Li
College of Navigation
Jiangsu Maritime Institute
Nanjing, China
845397376@qq.com

5th Yue Zhao
College of Navigation
Jiangsu Maritime Institute
Nanjing, China
zhaoyue126@126.com

6th Hua Deng
College of Navigation
Jiangsu Maritime Institute
Nanjing, China
denghua5852@163.com

Abstract—"Broad-spectrum" innovation and entrepreneurship education is a brand-new model of innovation and entrepreneurship for all students, the deep integration of innovation and entrepreneurship, and the combination of universality and generality. It is the main direction and trend of innovation and entrepreneurship education in universities. Based on this development, this paper analyzes the connotation of "broad-spectrum" innovation and entrepreneurship education, discusses the "broad-spectrum" innovation and entrepreneurship education content architecture, and finally discusses the theoretical significance of "broad-spectrum" innovation and entrepreneurship education. It is hoped that this paper will help the "broad-spectrum" innovation and entrepreneurship education.

Keywords—*Broad-spectrum, Innovation and Entrepreneurship, Education*

I. INTRODUCTION

With the continuous development of society, the transformation of educational ideas is an inevitable trend. Furthermore, the concept of quality education was proposed, and "broad-spectrum" innovation and entrepreneurship education is a brand-new education concept and education model proposed under this major education policy, and ultimately achieves comprehensiveness, pertinence and hierarchy. The school education and continuing education are organically linked to make overall plans for both quality education and vocational education. In the end, the relationship between innovation and entrepreneurship education and employment education has been promoted, and the timeliness of innovation and entrepreneurship education has been strengthened. The essence of innovation, entrepreneurship education and quality education has been fully reflected, and students' awareness of innovation and practical ability have been enhanced.

This paper mainly discusses the content of "broad-spectrum" innovation and entrepreneurship education, the idea of "broad-spectrum" innovation and entrepreneurship education system structure and the value of "broad-spectrum" innovation and entrepreneurship education theory.

II. THE CONNOTATION OF "BROAD-SPECTRUM" INNOVATION AND ENTREPRENEURSHIP EDUCATION

A. *The deep integration of innovation and entrepreneurship*

Innovation and entrepreneurship are like twin brothers, whose combination is natural. A successful venture is unable to leave innovation. In the same way, successful innovation is mostly generated in entrepreneurship.

"Innovation and entrepreneurship education" is literally "innovation" and "entrepreneurship". In fact, the essence of innovation is to determine the essential attribute of innovation, that is, innovation is the innovation of entrepreneurship, embodies the application color of innovation, emphasizes the commercially and marketization of innovation; in the front of "entrepreneurship", the word "innovation" is essentially for the purpose of "innovation". Entrepreneurship pointed out the direction, that is to say, entrepreneurship is not an ordinary venture, but an innovative entrepreneurship, which embodies the level of entrepreneurship. Thus, "broad-spectrum" innovation and entrepreneurship education not only embodies the connotation of the general innovation and entrepreneurship education, but also embodies the significance of the integration of innovation and entrepreneurial depth. In other words, it is not the same as the simple addition of the two, but the systematic education after the integration of the two, its basic value is the cultivation and creation of innovative thinking. The molding of the ability of the industry.

B. *The deep combination of generality and universality*

"Broad-spectrum" innovation and entrepreneurship education is embodied in its generality and universality. From the point of view of the educational model, it is different from the professional innovation and entrepreneurship education to the students from the business school. From the core concept, it is a kind of education for all students and combined with professional

education to integrate the creative and entrepreneurial education into the talent training program. On the whole, the deep combination of generality and universality is embodied in the following two aspects: first, it embodies the characteristics of "full coverage", that is, open to all students. In this sense, innovation and entrepreneurship education can be regarded as a general enlightening education, and the aim is to cultivate the innovation of all students' ability and entrepreneurial spirit.

Second, since it is for all students, it is necessary to combine with professional education to guide all students to innovate, create and start their own business according to their own professional knowledge. In a word, "broad-spectrum" innovation and entrepreneurship education is a comprehensive education system. It is based on the education of professional education to improve the innovative spirit and entrepreneurial ability of all students.

C. To achieve convergence and interaction between innovation and entrepreneurship education and employment education.

At present, there are two different views on the relationship between innovation and entrepreneurship education and employment education: One is that the two are opposites, the employment education is for the students to be opened for the future employment, and the innovation and entrepreneurship is to create employment or create new posts, and the two are incompatible. The two is that the two are inclusive relationships, and innovation and entrepreneurship education is included in the employment education. Entrepreneurship itself is one kind of employment. Judging from the essence of these two viewpoints, it basically affirms innovation and entrepreneurship education while degrading employment education.

In fact, the "broad-spectrum" innovation and entrepreneurship education is put forward by the scientific geography of the relationship between the two, the two are neither antagonistic nor inclusive, but cohesive interaction. Because "broad-spectrum" innovation and entrepreneurship education is aimed at all students, innovation and entrepreneurship into the talent training system, comprehensive improvement of students' comprehensive quality and practical skills, can not only lay a certain foundation for entrepreneurship, but also improve the quality of students' employment.

III. THE EXISTING PROBLEMS OF INNOVATION AND ENTREPRENEURSHIP IN COLLEGES AND UNIVERSITIES

A. Insufficient resources of innovation and entrepreneurship education in colleges and universities

At present, although colleges and universities all advocate the innovation and entrepreneurship of college students, there are still many shortcomings in innovation and entrepreneurship education in colleges and universities. Most colleges and universities continue to lead the traditional knowledge culture instruction and classroom instruction. In most colleges and universities, there are no full-time teachers for innovation and entrepreneurship education. The teaching of innovation and entrepreneurship of college students is both by other professional teachers in the school. All the professional teachers in the school have completed some teaching tasks, scientific research tasks and so on, while taking into account the creative and entrepreneurial practice of college students. Colleges and universities generally lack a full-time professional student innovation and entrepreneurship education and teaching team.

In addition to the above, the innovation and entrepreneurship platform, innovation engineering center, business incubator platform, entrepreneurial park and other innovative entrepreneurial platforms are seriously lacking in most colleges and universities. So that most students lack the platform for innovation and entrepreneurship. For example, the students of science and engineering do not have a good experimental platform, and it is difficult to carry out the work of innovation and practice. It is difficult to achieve a good idea of innovation, and it is impossible to get excellent results.

B. The concept of innovation and entrepreneurship education is backward.

Although the innovation and entrepreneurship education is to train the students to adapt to the present social, economic and technological development environment, the core of their ideas is forward-looking and aims to lead the future development trend. Therefore, both teachers and students need advanced ideas, accurate vision and the courage to grasp the opportunities, based on existing conditions. The innovation and entrepreneurship education mode is a tool for rational and bold imagination of the future. However, the concept of innovation and entrepreneurship education in most universities in China is relatively conservative. This is also the reason why such education mode has not yet been carried out in colleges and universities.

At present, the existing concept of utilitarian innovation and entrepreneurship is the existing educational concept in some colleges and universities, and this concept is a derivative of the concept of narrow sense of entrepreneurship education, and can't comprehensively summarize the connotation of this concept of education. As the development of innovation and entrepreneurship education in China is limited by its extension, the evaluation of innovation and entrepreneurship is generally only based on the commercial value created by it, which is the reason for the concept of utilitarian innovation and entrepreneurship as the mainstream education concept.

C. The innovation and entrepreneurship support system is not perfect

The innovation and entrepreneurship support system for college students is the sum of all institutions, policies, and platforms that provide support for college students' innovation and entrepreneurial activities. It is a broad and inclusive concept. From the students' point of view, the innovation and entrepreneurship support system includes the consulting services provided by the school for college students' innovation and entrepreneurship, the permanent learning management department, the school's innovative experimental platform, the business park, the government's corresponding business taxation policy, and local governments to encourage innovation. Entrepreneurship and the introduction of loans and financial support policies. Widespread and complex, all links are intertwined and affect the development of innovation and entrepreneurship activities. With the unremitting efforts of all parties, a series of support systems have been initially formed, but they still cannot meet the

needs of innovation and entrepreneurship.

Each student's entrepreneurial enjoyment policy is subject to geographical restrictions and school restrictions, and the policies of various local universities and colleges are not uniform. Students' entrepreneurship must be combined with their origin and local conditions. Another example is that some students begin to innovate and start their own business when their studies are not completed. They need to temporarily or need several years to complete related work and cannot normally graduate. In this case, most localities and universities have no corresponding policies. There is no policy support for flexible treatment. It cannot be allowed to carry out innovation and entrepreneurship. To promote student innovation and entrepreneurship throughout the country, the relevant support system needs to be further standardized and further unified.

IV. THE ROLE OF "BROAD-SPECTRUM" EDUCATION IN INNOVATION AND ENTREPRENEURSHIP EDUCATION

Colleges and universities set up a "broad-spectrum" innovation and entrepreneurship education development system for undergraduates, and innovating the entrepreneurship education curriculum is a key factor in the development of the system. Colleges and universities should comprehensively reform the existing teaching curriculum, integrate the content of innovation and entrepreneurship education in the courses they set up, and add individualized innovation and entrepreneurship education curriculum modules so as to achieve "full coverage" "hierarchical" and "differentiated" goals of "broad-spectrum" innovation and entrepreneurship education. The specific contents of the "broad-spectrum" innovation and entrepreneurship education development system include:

A. *Broaden the extension of innovation and entrepreneurship education*

"Only by continuously strengthening innovation education and cultivating high-quality talents with innovative consciousness, innovative spirit, and innovative ability can we adapt to the needs of economic development and scientific and technological progress in order to realize the strategic goals of rejuvenating China through science and education." The emergence of "broad-spectrum" innovation and entrepreneurship education has achieved breakthroughs in traditional innovation and entrepreneurship education, achieved a transformation from "two poles" to "intermediate" and established a new connotation of innovation and entrepreneurship education. The "broad-spectrum" innovation and entrepreneurship education is understood as an educational concept and method. That is, innovation and entrepreneurship education can draw on the methods of vocational education and quality education, and through integration with student professional education, it can provide students with an innovative entrepreneurial skills, methods, ideas and thinking, training complex social talents.

B. *Create a second classroom for innovation and entrepreneurship education*

The second classroom for innovation and entrepreneurship education for all students is mainly defined as "general-type" enlightenment education. The main goal is to cultivate "entrepreneurial spirit" and to implant "entrepreneurship consciousness" to cultivate students' ability to study independently and continue learning. The lecturers have their own characteristics, mainly led teachers in college students' entrepreneurial competitions, outstanding team students who have participated in college students' innovation and entrepreneurship, and successful entrepreneurs.

C. *Carry out the innovation and entrepreneurship activities of the experience model*

Universities creatively carry out innovation and entrepreneurship activities based on the experience model. On the one hand, they can plant the seeds of innovation and entrepreneurship in the hearts of students, and on the other hand, they can warm up the future of innovation and entrepreneurship activities. Such as in-depth analysis of college students success stories of entrepreneurship, guide college students to more rational understanding of entrepreneurship, and correctly handle various issues in entrepreneurship. Various types of innovation and entrepreneurship competitions provide students with a platform to showcase their entrepreneurial ideas, help them to systematically fragment the knowledge in the classroom, practice the innovation and entrepreneurship process in advance, and lay a solid foundation for future success.

D. *Establishing an innovation and entrepreneurial base and school-enterprise venture park*

Practice is the most important part of innovation and entrepreneurship education. Schools can establish a complete set of "political, school, enterprise, and student" joint education system, make full use of the resources that can be used for practical teaching, and conduct joint ventures with enterprises and entrepreneurial parks to conduct entrepreneurship internships and practical education. Various entrepreneurial bases such as innovative training, entrepreneurship classes, and entrepreneurial experiences have been established to effectively improve students' entrepreneurial ability.

V. SUMMARY

As a brand-new education concept and teaching model, innovation and entrepreneurship education has become the trend of education in countries all over the world and has gradually become one of the important contents of modern higher education. The innovation and entrepreneurship education in our country is currently at its infancy. Although the academic community has begun to explore innovation and entrepreneurship education, and has achieved initial results, but because its concept has not yet formed, the lack of specific quantitative research and scientific and rational evaluation system. Therefore, as the main direction and trend of innovation and entrepreneurship education in colleges and universities, "broad-spectrum" innovation and entrepreneurship education has extremely important research value, which points out the direction for deepening education reform in colleges and universities.

REFERENCES

- [1] Min G E, Chen X P. Practice and Exploration on the Training of Economic Management Talents with "Innovation and Entrepreneurship" in Local Colleges and Universities[J]. Value Engineering, 2012.
- [2] Jin T. Discussion on Training Mode of Entrepreneurial Talent in Electronic Business[M]// Intelligence Computation and Evolutionary Computation. Springer Berlin Heidelberg, 2013:125-131.
- [3] Guan X, Qi W. The cultural roots of American Entrepreneurship Education[J]. Proceedings of the International Academic Workshop on Socialence, 2013, 50(1):572-577.
- [4] Kerry J. Remarks at a Luncheon in Honor of the Goldman Sachs 10,000 Women-U.S. Department of State Entrepreneurship Program for Women in the Middle East[J]. 2015.
- [5] Xiao Y, Jin X, Wang X. The Advantages and Effective Approaches in the Education and Training of Innovative and Entrepreneurial Talents of Colleges' Libraries[J]. Vocational Technology, 2015.
- [6] Jiang H, Yin H, Xu X. Research on the Mode of Cultivating Talents of Innovation and Entrepreneurship in Colleges and Universities[J]. Journal of National Academy of Education Administration, 2015.
- [7] Wang X. Research of Innovation and Entrepreneurship Education in Colleges and Universities in the Era of Knowledge Economy[C]// International Conference on Management, Computer and Education Informatization. 2015.
- [8] Liu X. Innovation and Present Situation of Entrepreneurship Education in Colleges and Universities[C]// International Conference on Education, Management and Computer Science. 2016.
- [9] Wang X. On Innovation and Entrepreneurship Education and Innovation and Entrepreneurship Talents Cultivation in Colleges and Universities[J]. Science Education Article Collects, 2016.
- [10] Zhang Y, University X. Integrating idea of innovation and entrepreneurship education into talent training process: a case study in Ningbo Polytechnic Institute[J]. Journal of Nanchang Institute of Technology, 2016.
- [11] Zhang X. The Construction of Multiple Cooperative Training Mechanism of Innovation and Entrepreneurship Talents in Colleges and Universities[J]. Journal of National Academy of Education Administration, 2016.
- [12] Pei D M, Nan Y M, Wang J J. Research on Innovation and Entrepreneurship Theory Knowledge Education Reform in Higher Vocational Colleges[J]. Journal of Beijing College of Finance & Commerce, 2017.
- [13] Fang Z, Qiu W, Zhang J, et al. The Combination of Innovation and Entrepreneurship Education and Talent Training Program in Vocational College[J]. Journal of Baotou Vocational & Technical College, 2017.
- [14] Fang J J, Liu Z X. Research on the Ways of Training Talents of University Innovation and Entrepreneurship[J]. Education Teaching Forum, 2018.