

Research on the Construction of Innovation and Entrepreneurship Education System in Applied Universities

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Abstract: Innovation and entrepreneurship education are inevitable requirements for the development of education in all colleges and universities. Only by thoroughly implementing the spirit of the 19th National Congress and improving the innovation and entrepreneurship education system will have a strategic impact on the long-term development of applied college education. This topic studies the construction of an innovative and entrepreneurial education system in applied universities, and combines the educational concepts used in the current applied talent training model, analyzes the basic practical links, clarifies the main problems, and reforms the ideological concepts while proposing new education. The concept, cultivate innovative and entrepreneurial spirit, rationally optimize the curriculum, combine the needs of local economic development, and implement the concept of innovation and entrepreneurship education throughout the teaching practice, ensure the steady improvement of students' level of innovation and entrepreneurship, and promote the overall process of innovation and entrepreneurship education in applied colleges.

1. Introduction

The construction of entrepreneurship education curriculum system is the core link of entrepreneurship education. It is the bridge and guarantee for the transformation of entrepreneurship education concept into entrepreneurship education practice. It is the intermediary for the realization of entrepreneurship education. A reasonable and optimized entrepreneurship education curriculum system can maximize the overall function of entrepreneurship education, so as to achieve the expected goals of entrepreneurship education more effectively. Scholars' research shows that in the field of entrepreneurship education, the biggest gap between Chinese universities and American universities lies in the difference between subject curriculum and curriculum teaching. In the process of creating an applied university, we can build an entrepreneurship education curriculum system suitable for China's national conditions by drawing on advanced educational concepts and models at home and abroad.

2. The Connotation of Innovation and Entrepreneurship Education in Applied Universities

Innovative and Entrepreneurial Education In order to cultivate students' innovative consciousness, innovative thinking, entrepreneurial quality and other activities as the main content of the educational activities, better adapt to the needs of social development, highlight the characteristics and charm of the times, and practice the education of advancing with the times. mode. In essence, innovation is the forerunner and important foundation of entrepreneurship. Entrepreneurship is the carrier of innovation and the form of performance. The success or failure of entrepreneurship generally depends on the basic level of innovation. Innovative education is more focused on the cultivation of innovative consciousness. The development of innovative thinking is generally an effective control over the development potential of students. Through the rational cultivation of practical ability, students are encouraged to realize their self-worth. Innovative entrepreneurship education in applied universities should adhere to the principle of people-oriented and cultivate talents that are useful to society.

Knowledge is an important part of education, and it is the key to training students' learning skills. It is the foundation and source of ability development. If there is no solid theoretical foundation to

support, even the ability to cultivate will become nonsense. Professional education is an important foundation, and it is an important starting point for realizing the goal of innovation and entrepreneurship education. Innovation and entrepreneurship education generally relies on professional education and should be carried out on this basis. Otherwise, education activities will become passive water and not the wood of this [1]. Innovative entrepreneurship education is not only limited to specific professional education, but also requires effective integration and optimization of a variety of professional knowledge and skills to ensure that it better serves the learning of the profession. Effective development of professional education.

3. The Importance of Building an Entrepreneurial Education Curriculum System in Applied Universities

Advancing entrepreneurship education is the essence of applied universities. Application-oriented colleges are aimed at the current local colleges and universities in the process of rapid expansion, such as blindly climbing and expanding, the orientation of running schools is similar, the characteristics are not obvious, the service society is not strong, and social recognition A new type of school positioning [2] proposed by the problem of low degree is also a market competition strategy. Different from traditional research, teaching and research, and the orientation of teaching universities, applied universities emphasize the cultivation of high-quality "applied talents" that meet the needs of local economic and social development, emphasizing the connection between students' theory and practice, and the ability to apply what they have learned. to cultivate. From the perspective of student training, currently applied universities are mainly divided into applied undergraduate courses (including local new undergraduate colleges, private undergraduate colleges, independent colleges) and applied higher vocational colleges (including almost all higher vocational schools). Higher education institutions). From the perspective of the number of students in the school, the number of students in applied universities has exceeded more than half of the total number of students in colleges and universities nationwide. Under the background that China's industrial structure needs to be adjusted urgently, the professional structure of colleges and universities is not reasonable, and the employment pressure of graduates is increasing [3], with the students of such a large scale, the best (or only) way out for applied universities is to vigorously Promote entrepreneurship education. Only in this way can we realize the development strategy of "promoting entrepreneurship to promote employment" proposed by the party in the report of the 18th National Congress. In this sense, vigorously carrying out entrepreneurship education is the essential requirement of applied universities.

China's entrepreneurship education started late, and it was not until 1999 that China began to try its college students' entrepreneurial ability training. In April 2002, the Higher Education Department of the Ministry of Education held a pilot seminar on entrepreneurship education in ordinary colleges and universities in Beijing. It is an important task for higher education institutions to conduct entrepreneurial education for college students and cultivate high-quality talents with innovative consciousness, entrepreneurial spirit and entrepreneurial ability. And it is determined that nine universities including Tsinghua University and Renmin University of China will be the pilot schools for "entrepreneurial education", which will promote the development of "entrepreneurial education" in China. After more than ten years, entrepreneurial education pilot universities and non-pilot colleges have made great progress, forming a unique entrepreneurial education training model. However, on the whole, there is still a long way to go before the entrepreneurial education of higher education institutions in China and the long-term goal of "entrepreneurship drives employment". According to a survey of 200,000 questionnaires distributed to 2000 universities across the country, the proportion of college students in China in 2010 was only 0.9%, while the success rate of college students in China was less than 10% (the world average was around 20%). [4]. There are many reasons for the "double low" of entrepreneurs and entrepreneurial success rate. In addition to the constraints of funds, projects, experiences and concepts, a very important reason is that many college entrepreneurs lack sufficient guidance and there is a widespread phenomenon of blind entrepreneurship. . Although colleges and universities that carry out entrepreneurship

education in China also offer related entrepreneurship education courses, ranging from a few to more than a dozen, but because of the large proportion of hidden courses, the overall strength of teaching teachers is weak, coupled with related entrepreneurship courses and professional courses. Poor compatibility and limited teaching results. Therefore, it is extremely urgent to construct a scientific entrepreneurship education curriculum system.

4. The Principle of Constructing Entrepreneurship Education Curriculum System in Applied Universities

For applied universities, the concept of “entrepreneurial education” should run through the education process and penetrate into all aspects of education and teaching. From entrance education to professional curriculum training to career guidance, entrepreneurship should be the norm. The setting of hidden curriculum should focus on stimulating students' entrepreneurial enthusiasm, cultivating students' entrepreneurial awareness, tempering students' entrepreneurial will and stimulating students' entrepreneurial spirit. The setting of explicit courses should focus on increasing students' knowledge accumulation, cultivating students' entrepreneurial skills and improving students' entrepreneurial ability. Whether it is a hidden course or an explicit course, the setting of the entrepreneurship course must be closely integrated with the setting of the professional course to achieve seamless integration.

In recent years, the level of application-oriented colleges and universities in China has become more and more obvious, from the original applied-type higher vocational and applied undergraduate to the current applied high-level, applied undergraduate and applied masters (also known as "professional masters"). Levels. The differentiation of applied universities has put forward higher requirements for the level of entrepreneurship education. Applied high vocational education should focus on cultivating students' professional ability. Applied undergraduate should focus on cultivating students' systematic thinking and overall planning ability. Applied masters should focus on cultivating students' innovative ability. Corresponding to different training objectives, the curriculum system of entrepreneurship education should also emphasize the level.

The entrepreneurial education of applied universities is not a survival-based entrepreneurship, but a career-based approach. Therefore, the application-based colleges' entrepreneurship education curriculum system should be based on professionalism and should be highly professional. After 3 years or 4 years or more of professional study, college students in applied universities already have the ability to work in the profession, and also lay the psychological foundation and ability foundation for their entrepreneurial practice in this field (ie, professional). If entrepreneurship education in applied universities is another way, it will not only be conducive to saving educational resources, but will also have an adverse impact on the harmony and stability of the school and the society in the region.

Compared with employment-oriented educational goals, the entrepreneurial-oriented curriculum system should pay more attention to practicality. From in-class experiments, training, to on-campus, off-campus practice teaching, to centralized practice (such as course internships, post-internships, and graduation internships), practical features should be reflected everywhere. The practicality of the application-based college entrepreneurship education curriculum system is determined by the positioning of the application-oriented universities and the high standards of entrepreneurship education.

A scientific and reasonable entrepreneurship education curriculum should definitely not be a closed system. It must be flexible, inclusive and extensible. It should have a relatively complete curriculum system and a relatively mature implementation model, and should also allow different (or even the same) majors of different universities to expand and supplement according to their actual situation. It should reflect the special skills and requirements of the professional field, and should also build a bridge for students to break through a specific field. It should emphasize the professionalism of students and lay a solid foundation for their future development. In short, a “capability-oriented” entrepreneurship education curriculum system must be both down-to-earth and long-term, and must be fully open.

5. The Steady Construction of the Innovation and Entrepreneurship Education System in Applied Universities

Innovative entrepreneurship education is not simply the transfer of theoretical knowledge, nor is it a skill training outside of professional education. It is a unique educational program that covers two important aspects of theoretical education and practical education. Applied colleges and universities aim to cultivate practical talents with practical significance. Only by appropriately adjusting the talent training plan can the curriculum system be adjusted steadily according to the specific needs of the society, adhere to the basic teaching content and training objectives, and grasp the innovation and application. Keywords such as sex, while steadily improving the basic abilities of students, highlight the comprehensive level of innovation and entrepreneurship, strengthen the training of practical hands-on ability, and cultivate students' awareness of innovation and entrepreneurship and practical awareness [5].

The focus of innovation and entrepreneurship education is to cultivate students' awareness, develop reasonable innovation and entrepreneurship awareness in a limited campus space, create a positive learning environment and working atmosphere, and ensure that the cultural atmosphere is more intense and the entrepreneurial atmosphere is more harmonious. The colorful entrepreneurial practice activities are of great significance, and can appropriately mobilize the entrepreneurial passion of the teachers and students of the whole school and establish a positive sense of entrepreneurship and innovation. Applied high-efficiency innovation and entrepreneurship education should pay attention to the effective integration of professional education, regard professional education as an important foundation, encourage students to actively participate in innovative science and technology activities, adhere to the entrepreneurial education model, and enable students to change from theoretical learning. For practical learning, become a high-level applied talent to adapt to social changes. Entrepreneurship is a novel challenge for college students, and it is also the wealth of their growth. Only by truly recognizing the value of entrepreneurship can we establish a correct entrepreneurial awareness, avoid blind entrepreneurship, and reduce unnecessary losses.

The efficiency of application should be appropriate to carry out heuristic, discussion and participatory teaching modes, and appropriately integrate the latest research results and practical experience in the classroom to fully stimulate the inspiration of innovation and entrepreneurship. Innovative entrepreneurship education should not increase the burden on students, but make it more reasonable to integrate into the school talent development plan. While realizing the training objectives, it highlights the advanced concept of innovation and entrepreneurship, pays attention to the complementarity of disciplines and comprehensive teaching, adheres to the perfect integration of theory and practice, and at the same time achieves the comprehensive goal, exerts the characteristics of innovation and entrepreneurship, forming a rich and innovative innovation and entrepreneurship education system.

Applied universities should create a diversified team of innovative and entrepreneurial teachers to cultivate more innovative and entrepreneurial talents. Applied colleges basically have such characteristics. When implementing innovation and entrepreneurship education in colleges and universities, teachers should be encouraged to participate in the training of key enterprises in the industry. Some teachers can be selected to visit and study at well-known applied universities at home and abroad. While broadening their horizons, they can improve their knowledge structure. Appropriately invite celebrities from inside and outside the school to conduct more systematic training. When teaching students entrepreneurial knowledge, improve the level of innovation and entrepreneurship to ensure that they can better adapt to the development needs of society.

6. Conclusion

Innovative entrepreneurship education is a key way to improve students' ability to adapt, and it is also the only way to obtain sustainable development ability, which is of great significance to the free development of college students. Combining with the current employment situation, we can see

the importance of promoting innovation and entrepreneurship education in applied universities. By cultivating the innovative and entrepreneurial capabilities of college students, we can alleviate the current employment pressure in a timely manner and play a good role in promoting the development of education. Rationally apply the advantages of running universities, gain the support of the government and enterprises, build a scientific practice platform, strengthen the practical training of students, promote the comprehensive and coordinated development of their knowledge and quality, improve the level of innovation and entrepreneurship, and cultivate more conformity Applied talents for social development trends.

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