

# **The Predicament and Outlet of the Practice Education of Innovation and Entrepreneurship in Local Colleges**

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**Abstract:** After more than ten years of exploration, innovation and entrepreneurship practice has achieved gratifying results since it was first put forward by Tsinghua University. However, at present, there is a lack of understanding of the training objectives and the lack of optimization of the teaching model in the practice of innovation and entrepreneurship. The construction of the teaching staff is backward, the quality evaluation system is not perfect, the service guarantee system is not perfect, the fund investment is insufficient, the campus culture atmosphere is lacking and so on. Based on this, the paper puts forward some countermeasures and suggestions.

## **1. Introduction**

Since the enrollment expansion of higher education in 1998, the gross enrollment rate of higher education has leapt from 9.8% in 1998 to 42.7% in 2016, and the total number of students has increased from 8.54 million to 36.99 million in all kinds of higher education. Higher education from elite education stage to popular stage is steadily moving towards the stage of popularization. On the one hand, the overall quality of the people has been greatly improved, and education equity has been further popularized, but at the same time, it has also led to the difficulty of employment become a realistic and severe problem. Under the basic national conditions of a large country with a large population, under the double pressure of economic upgrading and structural reform on the supply side, the creation of new jobs is extremely limited, and the ability of state-owned enterprises, government agencies, enterprises and institutions to absorb college graduates is obviously insufficient. The employment form of college students is not optimistic. In order to improve college students' employment skills and improve the quality of employment, government departments at all levels have issued some preferential policies to support innovative entrepreneurial practice, and the educational circles have also begun to focus on the related research of innovative entrepreneurial practice.

In April 2002, 9 universities such as Tsinghua University and Beijing University of Aeronautics and Astronautics started the practice of innovation and entrepreneurship in China. In the past 15 years, the concept of innovation and entrepreneurship has penetrated into various universities, and the practical activities and skills competitions of innovative entrepreneurship education have been enriched. Innovation and entrepreneurship are fruitful, innovative and entrepreneurial talents continue to grow. However, we must also admit that, compared with the developed countries, the current domestic innovation and entrepreneurship is still in its infancy, especially in the ordinary undergraduate colleges and universities. There are many subjective and objective problems in the work of innovation and entrepreneurship, which hinder the smooth development of innovative entrepreneurship in colleges and universities, and are worthy of study and exploration.

## **2. The Predicament Analysis of the Innovation and the Practice Education in the Undergraduate Colleges**

### **2.1 The awareness of the training target is not clear.**

In the course of the practice of personnel training, the students and students of some colleges and universities have not formed a profound and rational understanding of the innovation and

entrepreneurship education, and there is a certain deviation in the cognition of the training target. In some colleges and universities, the innovation and start-up education is simply understood as a single function of the culture of the enterpriser. This narrow cognition has the typical utilitarianism tendency, and some colleges and universities have one-sided understanding of the innovation and entrepreneurship education as the vocational education, aiming at relieving the employment pressure of the college students, and the value orientation of the occupation type is reflected. There is no doubt that the deviation of the training target will lead to the lack of the right and effective value orientation of the innovation and entrepreneurship education, which affects the setting up of the innovative start-up education course, the development of the practice activity and the implementation of the quality evaluation.

## **2.2 The teaching mode is not optimized.**

The teaching is to carry out the innovation and start-up education in colleges and universities, and to develop the center work with innovative and entrepreneurial talents. According to the investigation, there are many problems such as the limited number of courses, the low coverage, the lack of the course teaching effect, the single mode of the course and the lack of the integration of the specialized courses, and the serious lag of the development of the teaching materials. The teaching method based on the teaching is old and single, the teaching effect is not good, the pertinence and the actual effect are weak.

## **2.3 The construction of the teaching staff is backward.**

The talent is the basic of the existence of the university, and the backward of the construction of the teaching staff is an important bottleneck to the improvement of the quality of the innovation and entrepreneurship education. There are serious problems such as the unreasonable structure of the teaching staff, the non-systematic evaluation of the teachers training system, the imperfect evaluation and the system of the reward system. The full-time teachers in the school which are engaged in the innovation and entrepreneurship education are very deficient, the professional background is single, the social experience is shallow, the professional title is low, and the practice experiences a basic blank. At the same time, out-of-school supervisors are limited by the objective conditions, such as time and so on, it is difficult to communicate and communicate with the students in-depth, and only a few lectures or forums to teach their own experience is far from reaching the results of the innovation and entrepreneurship education of the college students. In the aspect of evaluation and reward, the teachers who are engaged in the practice of innovation and start-up practice in the provincial-grade assessment documents do not give more policy attention, which also leads to the fact that the rewards of innovation and entrepreneurship in colleges and universities are obviously lower than that of the scientific research results.

## **2.4 The quality evaluation system is not sound.**

The scientific and objective quality evaluation system is the key to measure the effect and development level of the innovation and entrepreneurship education in the undergraduate colleges and to stimulate the enthusiasm of the teachers and students to engage in the practice of innovation and entrepreneurship. For a long time, the quality of higher education takes the government as the main and even the only evaluation body, the social intermediary, the enterprises and institutions are less involved, leading to the single evaluation subject, and the evaluation index system is not reasonable. In addition, it is difficult to measure the actual quality of the innovation and start-up education in the undergraduate colleges and universities in an all-round and objective and fair way in the process of the quality evaluation of the innovative start-up education.

## **2.5 The service guarantee system is not perfect.**

The complete service guarantee system is the organization guarantee and the system guarantee of the innovation and start-up education activities. In our country, there is a lack of innovative start-up management organizations or even the existence of an innovative start-up management organization, the lack of the necessary scientific and reasonable management system, and the lack of the function

of direct participation in the creative and entrepreneurial activities of the university students. The function of the administrative agency is more reflected. In practice, the penetration rate of the platform is not high, the student's participation rate is low, the information construction lag and other services are not in place, and the situation is not timely and even absent.

## **2.6 The funds are Insufficiency.**

The government has paid great attention to the innovation and start-up education of the university, and has given a great deal of fund support, has issued a set of preferential policies, but still do not change the financial allocation as the fund dilemma of the single source of the innovation and entrepreneurship education of the university. In addition, the number of financial allocations is hard to meet the needs of the innovation and start-up work, and the entrepreneurs of enterprises and institutions, trade associations, public welfare groups and the private sector are still not in the mainstream, and only relying on the policy funds is difficult to guarantee the in-depth promotion of the innovation and entrepreneurship education in the colleges and universities.

## **2.7 Cultural atmosphere is lack in the campus.**

College campuses often regard "qualification test", "postgraduate examination" and "examination work" as positive energy, while "starting a business" is sometimes regarded as unprofessional. Many teachers and students think that innovative entrepreneurship is just a form for college students. And It does not have a positive effect, or an individual thing that has nothing to do with yourself. The gap of ideological understanding leads to the formality of innovative entrepreneurship education for college students, and the students ideological understanding has not been improved, and the atmosphere of innovation and entrepreneurship has not become the mainstream culture on campus.

# **3. Exploration on the way of the practice of innovation and entrepreneurship education in the undergraduate colleges**

## **3.1 Accurately grasp the training target of the innovation and entrepreneurship education.**

Scientific and reasonable training goal is the foundation of promoting innovation and pioneering practice. In the talent training program, colleges and universities should clearly put forward the training goal requirements of innovative entrepreneurship education, actively bring forth the practical teaching mode, and invite successful entrepreneurs to carry out innovative entrepreneurial practice lectures in colleges and universities. Forum and in-depth interpretation of innovative entrepreneurship education concept, strengthening the theoretical research work of innovative entrepreneurship education, guiding teachers and students to understand correctly, understanding the training objectives of innovative entrepreneurship education, encouraging college students to think independently, exploring boldly, and pursuing excellence, undertaking bravely, unceasingly enhancing employment skill, training the consciousness of innovation and entrepreneurship, the innovation enterprise spirit and the innovation pioneering ability.

## **3.2 Optimize the teaching mode of innovation and start-up.**

The scientific and reasonable teaching mode is the key to promote the practice of innovation and start-up. The optimization teaching mode is first reflected in the importance of the innovation and start-up course, and the university must change the passive situation of the innovative start-up course as an optional course, increase the course of the innovation and start-up education as the class hour and the practical component of the compulsory course, and ensure the full-school teachers and students can contact. It is necessary to understand the innovation and start-up course, promote the students creative and entrepreneurial thinking, improve the quality and the ability, and guide the students to apply the knowledge to practice and train the students creative and entrepreneurial abilities and skills. At the same time, based on the local practice, according to the professional attribute, the concept and method of the entrepreneurship education are fully integrated into the professional education process, and the course with strong pertinence and professional

characteristics is opened to realize the deep integration of the innovative start-up education course and the professional education course. The second aspect of the optimization teaching mode is to change the traditional classroom instruction-based old single teaching method, to explore the case teaching, the heuristic teaching, the scene simulation teaching, the VR/ AR teaching, to active the classroom teaching atmosphere, to enable the students to obtain the innovative entrepreneurial knowledge and the ability in the experience, To promote the interaction and communication between teachers and students, to stimulate students initiative and initiative, and to improve students ability to analyze and solve practical problems. Finally, with the spirit of the “Keep pace with the times and innovate“, dare to break the limitation of the subject, learn from the domestic and foreign excellent innovative start-up education materials and experience, combine with the innovation and the reality of the reality, develop the innovative start-up education teaching material with its own characteristic elements.

### **3.3 Strengthen the construction of the teaching staff.**

The construction of teaching staff is the core of promoting the practice of innovation and entrepreneurship. In order to guarantee the normal operation of the innovative start-up education and practice, the undergraduate colleges and universities must strictly innovate the access standard of the start-up teaching staff, complete the full-time teaching staff with strong and sTable innovation and start-up education practice, perfect the full-time innovation and start-up teachers enterprises to train and participate in the domestic and foreign enterprise training, The system of academic research and title assessment, promotion, year-end assessment, and award-first evaluation, etc., encourages the innovative start-up practice theory, the enterprise working experience, and the teachers of different subject backgrounds to guide the students to innovate the entrepreneurial practice activities, and employ experts such as successful entrepreneurs and economic management experts, The venture capitalists and others are co-taught as out-of-school supervisors.

### **3.4 Establish the quality evaluation mechanism for entrepreneurship education.**

The quality evaluation system is a difficult point to promote the practice of innovation and start-up. The scientific quality evaluation mechanism can effectively assess and evaluate the achievements of the innovation and start-up practice, and further standardize the teaching and learning of teachers and students, and guide the implementation and operation of innovative and entrepreneurial practice. The undergraduate colleges and universities must adhere to the innovation and start-up practice data disclosure, and establish the three-in-one evaluation system of the government, the society and the university. The government should distinguish the running-running position of the research-oriented, teaching-type, application-oriented, and set up an evaluation index for the combination of the qualitative and quantitative analysis of the innovation and start-up practice of different types of colleges and universities, and affirm the objective assessment of the quality level of the innovation and entrepreneurship of the institutions of the society. It is important for colleges and universities to treat the results of the assessment of the government, the social intermediary and the employing unit without discrimination, and summarize the feedback opinions of the parties and make adjustments to the innovative start-up plan in due time.

### **3.5 Sound entrepreneurship education service guarantee mechanism.**

The service system is the guarantee of promoting the practice of innovation and entrepreneurship. Each university should set up a specific innovation and start-up service department according to its actual situation, arrange special-person to track and guide the project with the project, pay more attention to the construction and management of the multi-level and open-type innovation and start-up education practice platform, In order to provide a diversified site for the entrepreneurship of teachers and students, through the current wave of the Internet era, the information service platform of the innovation and entrepreneurship education network is set up, so that all the teachers and students can find the latest, most comprehensive and authoritative support policies on-line at any time. To realize the close integration of the innovation and start-up line and the off-line, such as the start-up lecture, the typical business of the start-up, the cooperative enterprise and so on.

### **3.6 Increase the funding input mechanism of entrepreneurship education.**

The sustained and stable financial support is the key to promote the practice of innovation and start-up, and it is also a difficult point. In order to further promote the development of the innovation and start-up practice and guarantee its quality, it is necessary to actively expand the diversified financing channels and establish the fund support system of the government, the society and the university. Give full play to the leading role of the government, actively integrate the capital resources, plan the innovative venture capital mechanism, improve the university student venture capital, and increase the fund input. To take full play to the power of the social parties, to straighten out the relationship between the investment and financing and the profit sharing of the social groups and individuals to participate in the innovation and start-up practice, to strengthen the scale of the risk funds for the establishment of the entrepreneurship risk funds of the public welfare groups, enterprises and institutions and individuals, and to provide financial guarantee for the development of the entrepreneurship education. To give full play to the university own advantages, to speed up the transformation and application of scientific research results in colleges and universities, to improve the cooperative interest distribution system of the school and enterprise, to encourage the teachers and students to make the school-based gains and to raise the resources of the alumni to raise funds through various channels.

### **3.7 Actively create an innovative and pioneering campus culture atmosphere.**

The campus cultural atmosphere is the environmental support to promote the practice of innovation and entrepreneurship. in that university, various kinds of innovative start-up competitions at all levels should be organized to strengthen the implementation of project management of scientific and technological innovation activities, support the establishment of an innovative and entrepreneurial community for university students, strengthen the construction of professional guidance teachers, carry out innovative entrepreneurship training and simulation activities, provide exchange and training for innovative and entrepreneurial students, case analysis, innovation information sharing and policy interpretation, active development of college students entrepreneurship and innovation project incubation work, fostering, incubation of excellent innovative start-up projects, root-to-root, strengthening innovation and entrepreneurship practice competition, academic research and other publicity and promotion work, Make the innovative start-up become the popular culture of the campus, and actively create the “the innovation of the public starting-up” campus cultural atmosphere.

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