

Countermeasures and Practical Analysis of the Integration of Innovative Entrepreneurship Education and Employment Guidance in Vocational Colleges

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Abstract: in Recent Years, Innovation and Entrepreneurship Education and Employment Have Gradually Become the Hot Topic of Public Discussion. Most Higher Vocational Colleges Have Also Begun to Pay Attention to the Cultivation of Students' Innovation and Entrepreneurship Education and Ability. However, There Are Still Problems Such as Education Neglect in Employment Guidance, Which is Not Conducive to the Integration of Innovation and Entrepreneurship Education and Employment Guidance in Higher Vocational Colleges. Based on This, This Paper Puts Forward Problems in the Process of Integration of Innovation, Entrepreneurship Education and Employment Guidance in Higher Vocational Colleges, and Proposes That Higher Vocational Colleges Should Improve the Dual Innovation Training System, Innovate Diversified Teaching Methods and Strengthen Teacher Skills Training, in Order to Provide Useful Reference for Cultivating High-Quality Talents.

1. Introduction

1.1 Literature Review

Innovative entrepreneurship education provides college students with the ability to innovate and innovate, so as to better meet the current needs of high-tech and sophisticated talents in the society, and to a certain extent, it can alleviate the current situation of employment difficulties. Sun Zhixin, Zhang Wenge and Cai Guohua believe that innovation and entrepreneurship education makes the quality education of higher vocational colleges deeper and more specific. It proposes to integrate innovation and entrepreneurship education with employment guidance, and adopt experiential teaching, which can not only cultivate students' awareness and ability of innovation and entrepreneurship, but also Establish a employment concept for student entrepreneurship and ease employment pressure(Sun et al,2015). From the perspective of the increasingly serious employment problem of graduates in China, Huang Mengyu believes that the state should pay attention to the employment of graduates and strengthen the innovation and entrepreneurship education of higher vocational colleges. Huang Mengyu also suggested that higher vocational colleges should use the scientific concept as the education foundation, encourage the implementation of innovation and entrepreneurship education, and combine the dual education and employment training to cultivate students' ability in innovation and entrepreneurship education and employment, and cultivate all-rounder. And compound talents to improve the employability of students after graduation, and to provide relevant exchanges for relevant people through the research of the two(Huang,2019). Zong Yaling also believes that innovation and entrepreneurship education can improve the overall quality of students and help students to deepen their quality education. It is also assumed that if employment guidance is integrated with innovation and entrepreneurship education, it can not only cultivate the ability to learn to talk about innovation and entrepreneurship, but also In the process of practice, cultivate students' entrepreneurial quality, master the concept of entrepreneurship, and have clear ideas to better achieve employment and entrepreneurship(Zong,2016). Entrepreneurship education is the "third education passport" that UNESCO has called after the diploma and skill certificate. Therefore, Zhang Qiao believes that the reform of innovation and entrepreneurship education in higher vocational colleges is like "spotting water", which cannot guarantee the quality

of education, nor can it enhance the knowledge and ability of students to innovate and innovate. In some universities, there is a situation in which employment guidance and innovation and entrepreneurship education are separated. Students are prone to misleading education(Zhang,2016).

1.2 Research Purposes

Higher vocational colleges have sent a lot of high-tech and comprehensive talents to the society, government, and enterprises, which plays a very crucial link for China's economic, political and cultural upgrading. Innovative entrepreneurship education and employment are the contents that are currently highly valued by students, countries and universities(Cheng,2018).Higher vocational colleges carry out innovation and entrepreneurship education and employment guidance, which not only enhance students' sense of innovation and entrepreneurship, but also provide more jobs through employment, link employment pressure, and better serve the society. The increase in the employment rate of students will help the higher education institutions to increase their popularity and play a very important role in better carrying out innovation and entrepreneurship education(Han and Lu,2017).However, the current integration of innovation and entrepreneurship education and employment guidance in higher vocational colleges is generally low. Students receive less innovation and entrepreneurship and less employment knowledge, and they cannot play a better role in cultivating students' entrepreneurial ideas and future employment. Based on this, this paper expounds the current situation of innovation, entrepreneurship education and employment guidance in higher vocational colleges, and finds that there are cognitive biases, lack of practice links and low professional level of teachers in higher vocational colleges. It seriously affects the cultivation of students' ability of innovation and entrepreneurship and employment concept in higher vocational colleges. In this regard, the article analyzes the problems in the process of integration between the two, and proposes the countermeasures for the integration of innovation and entrepreneurship education and employment guidance in higher vocational colleges, in order to provide useful reference for the future education and employment development of higher vocational colleges. .

2. The Status Quo of Innovation and Entrepreneurship Education and Employment Guidance in Vocational Colleges

Higher vocational colleges can be divided into two parts: undergraduate and specialist. Compared with ordinary higher education institutions, vocational colleges have more advanced technology applied talents that combine theory and practice. The current development of the information age is deepening, and the demand for high-tech, composite, innovative and entrepreneurial talents is growing. Therefore, higher vocational colleges shoulder the heavy responsibility of delivering complex talents with innovative and entrepreneurial capabilities for society and the country.

Innovative entrepreneurship education has been repeatedly mentioned in recent years and has received the attention of the state and higher education institutions. The state and higher education institutions also put entrepreneurship and entrepreneurship education as a development strategy on the agenda, and cultivate students with basic entrepreneurial qualities and pioneering personalityAs a practical education, innovation and entrepreneurship education not only cultivates students' understanding of basic knowledge, but also focuses on improving the entrepreneurial awareness, innovative spirit and innovative ability of talents. The purpose of innovation and entrepreneurship education is to make college graduates better face the whole society. They can guide their own free enterprise through innovation and entrepreneurial knowledge, and also provide innovative thinking for the company, and promote the company's development and institutional optimization. Entrepreneurial innovation education attaches great importance to the related skills such as the pioneering spirit and entrepreneurial ability of talents. To this end, the government is currently actively encouraging universities to carry out innovation and entrepreneurship education, improve the enthusiasm of talents to start their own businesses, implement entrepreneurship to promote employment, and provide good opportunities for efficient graduates to fully employ. At the same time, it is an important strategic measure to promote the construction of an innovative country.

The number of outstanding graduates in colleges and universities has increased year by year, and the employment situation is very serious. After graduating from the talents of most higher vocational colleges, they cannot find suitable jobs and gradually lose their employability. At present, innovation and entrepreneurship education, as one of the current strategic adjustments of economic structure and the reform of college education, plays an important role in providing employment for students and solving difficult employment problems. Most colleges and universities face the current new situation of mass innovation and entrepreneurship, and have achieved excellent results in the cultivation of talents. Therefore, the integration of innovation and entrepreneurship education and employment guidance in higher vocational colleges is not only conducive to improving the overall employment rate of the school, but also helping students to better enter the society. Most vocational colleges have been neglecting the knowledge of students' future employment related knowledge, which leads to the phenomenon that students are unemployed as soon as they graduate, and their performance is increasing year by year. Although the emphasis on innovation and entrepreneurship education in most higher vocational colleges is increasing year by year, there is little attention to the employment problems after graduation. In addition, teachers in higher vocational colleges' innovation and entrepreneurship education are also vacant, and there are very few instructors in employment, which leads to students not being able to enjoy the experience and methods needed for future entrepreneurship, as well as the knowledge content of employment.

3. Main Problems of Integration of Innovation and Entrepreneurship Education and Employment Guidance in Higher Vocational Colleges

3.1 There is Cognitive Bias

At present, there are cognitive biases between innovation and entrepreneurship education and employment guidance in Colleges and universities. The reason is that colleges and universities don't pay enough attention to innovation and entrepreneurship education, most of them are trained in the form of simple lectures, and even some colleges and universities don't offer it. This has led some students to misunderstand the innovation and entrepreneurship education and employment guidance. Students believe that entrepreneurship is to teach students how to start a business, only for those who want to start a business, and it is a waste of time for students who do not want to start a business. In addition, some students believe that the establishment of innovative entrepreneurship education and employment guidance in the school is subject to national policies. It is only on the surface, and there is no practical improvement in the ability of students. Therefore, it is not necessary to participate in these activities. Cognitive bias leads students to lose interest in learning in the classrooms and activities of higher vocational colleges for innovative entrepreneurship education and employment guidance.

3.2 Lack of Practice

The lack of practice links at this stage leads to the weak practical ability of students, which is a serious problem in the integration of innovation and entrepreneurship education and employment guidance. The lack of practice links at this stage leads to the weak practical ability of students, which is a serious problem in the integration of innovation and entrepreneurship education and employment guidance. Generally, higher vocational colleges are theoretical courses, and there are few actual case studies. Some schools also carry out entrepreneurial competitions, entrepreneurial simulations and other activities, but to a certain extent, these activities cover a small area and cannot cover most students. In addition, there are also higher vocational colleges that conduct school-enterprise cooperation and invite entrepreneurs to hold entrepreneurial lectures. However, due to lack of pertinence and effective guidance without various links, the effectiveness of the lectures is relatively small and it is difficult to achieve the desired results. Modern enterprises require talents to have all-round capabilities. The lack of practice links in innovation and entrepreneurship education and employment guidance courses cannot meet the requirements of enterprises. Therefore, it is necessary to strengthen the practice links.

3.3 Teacher Team Has a Low Level of Professionalism

At present, there is a problem in the degree of emphasis on innovation and entrepreneurship education and employment guidance courses. Generally, other professional teachers teach at part-time. Because the teacher has to devote more energy to the teaching of this major, the energy investment in the theoretical and practical research work of employment and entrepreneurship guidance is less, and therefore the overall level of innovation, entrepreneurship education and employment guidance teaching cannot be improved. Although some colleges and universities have full-time teachers who do this work, but because the professional level is not high, the actual enterprise needs are not understood, and the actual teaching level is not high. The professional level of teachers determines the quality of teaching. If it is impossible to improve the professional level of teachers, it is difficult to improve the quality of students' learning in innovation and entrepreneurship education and employment guidance courses.

4. Fourth, the Integration of Innovation and Entrepreneurship Education and Employment Guidance in Higher Vocational Colleges

4.1 Improve the Dual-Creation Training System and Cultivate Students' Entrepreneurial Awareness

Employment guidance in higher vocational colleges needs to guide and motivate students to start their own businesses, and to promote employment through entrepreneurship, and fundamentally solve the problem of students' employment difficulties. Specifically, schools can conduct entrepreneurial classes to help students set the right goals and career planning for students. It is also possible to build a virtual entrepreneurship for students, and conduct data analysis based on the direction in which students want to start a business, to prove whether the student's business plan is feasible. The curriculum of higher vocational colleges should combine the theory and practice, not only to cultivate students to establish correct employment values, but also to enhance students' practical ability to operate, so as to meet the requirements of modern enterprises for talents. The integration of innovation and entrepreneurship education and employment guidance in higher vocational colleges can cover the needs of most enterprises. And continue to strengthen students' practical ability to operate, let students remember the professional character of innovation and entrepreneurship.

4.2 Innovate and Diversify Teaching Methods to Enhance Students' Practical Ability

At present, the innovation and entrepreneurship education and employment guidance teaching methods in higher vocational colleges are relatively simple. Most colleges choose to use self-media and lecture forms for training. Students have certain theoretical foundations, but their practical ability is not high. Therefore, it is urgent to innovate the current teaching methods to enhance students' practical ability. Specifically, colleges and universities can add practice venues, allowing teachers to lead students to collaborate in groups to simulate real-life scenarios and let students experience the actual working environment. In addition, for entrepreneurship education, you can set up a simulated entrepreneurial classroom to let students experience the entrepreneurial experience. For another example, teachers can cooperate with off-campus enterprises to organize job-seeking recruitment activities, so that students can feel the atmosphere in advance, so that students have a certain degree of understanding of the company's requirements, thereby improving their own level and enhancing their employability.

4.3 Strengthen Teacher Skills Training and Improve the Quality of Teachers' Team

At this stage, in the courses of innovation, entrepreneurship and employment guidance in higher vocational colleges, teachers pay attention to theoretical teaching, and some teachers' professional level can not meet the requirements of modern enterprises, and students' actual employment has no obvious practical effect. Therefore, it is necessary to improve teachers' skills and teach students on their own behalf. Specifically, it is possible to introduce a company or a graduate who has already

participated in the work to guide the teaching, and share the experience and skill requirements in the actual work with the students. In addition, it is possible to establish cooperative relationships with enterprises, so that teachers engaged in theoretical teaching can participate in professional work in person, so that teachers' teaching is more realistic. For example, we can introduce the retired experienced staff to train the existing employment guidance teachers, so as to promote the quality of the whole teacher team.

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