

# The Status Quo and Thinking of Innovation and Entrepreneurship Education in Physical Education Colleges

Yingsong Zhang, and Li Zhuang\*

Yunnan College of Foreign Affairs & Foreign Language Kunming, Yunnan, 651700

\* The corresponding author

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**Abstract:** Combining the professional characteristics of disciplines, the goal of innovation and entrepreneurship education in sports colleges is to cultivate the spirit of innovation, hone the quality of entrepreneurship, and master entrepreneurial knowledge and entrepreneurial skills. Implement a hierarchical and popularized and innovative innovation and entrepreneurship education. The teaching content includes the basic quality of entrepreneurship, basic knowledge of entrepreneurship and practice of entrepreneurship training. At the same time, the four-in-one innovation and entrepreneurship education model of “knowledge learning, simulation training, business practice and social service” was constructed, and the model was constructed from the aspects of curriculum setting, teaching methods, training methods and training modes. We have established a management system, teaching system and evaluation system that are integrated with the school management system, matched with professional teaching, and linked to personal interests, to ensure the smooth implementation of innovation and entrepreneurship education.

## 1. Introduction

At present, with the development of the knowledge economy society and the demand for talents in innovative countries, innovation and entrepreneurship education has increasingly become the educational concept of cultivating entrepreneurial talents, and it is also a trend of education reform and development in higher education institutions. Practical exploration of the development of entrepreneurship education aims to cultivate students' entrepreneurial qualities. As far as higher physical education colleges are concerned, due to the lack of innovation and entrepreneurship education, coupled with the concept of traditional physical education, and the emphasis on the transfer of sports skills, sports university graduates generally lack the ability to start their own businesses, and it is difficult to develop their own career in the field of the current popularization of the social sports industry, the diversification of fitness, and the marketization and specialization of sports services. Judging from the survey results of the status quo of sports innovation and entrepreneurship education, most sports colleges do not really integrate innovation and entrepreneurship education into the professional teaching system. They are not combined with the knowledge, ability, quality and individualized training of college students. There is a phenomenon in which the theory teaching is out of touch with the practice teaching, or the learning of the theory of innovation and entrepreneurship, or the training activities that focus on entrepreneurial practice. The innovative entrepreneurial practice is only marginalized, formalized, mediocre, shallow. This is far from the true sense of innovation and entrepreneurship education.

## 2. The Main Problems of Innovation and Entrepreneurship Education in Physical Education Colleges

### 2.1 The Bondage of Traditional Educational Thought.

At present, educators in higher sports colleges generally believe that innovation and entrepreneurship education is an important way to promote quality education under the background of higher education popularization. However, due to the deep-rooted concept of traditional

education, most people lack understanding of their broad connotations, so that the innovation and entrepreneurship education is simply understood as encouraging students to start a business. People do not combine innovation and entrepreneurship education with the knowledge, ability, quality and individualized training of college students, and do not organically combine the employment rate of college students. This concept seriously restricts the implementation of innovation and entrepreneurship education in higher sports colleges.

## **2.2 The Lack of Necessary Institutional Development.**

The essence of innovation and entrepreneurship education is to enable educators to form a relatively complete basic quality of entrepreneurship, to have a high sense of entrepreneurship and good personality and psychological quality, to form a management and comprehensive entrepreneurial ability and knowledge structure, and can cultivate workers with strong social adaptability and independent survival and development skills. However, due to the marginalization of China's innovation and entrepreneurship education, and the lack of clear professional and academic realities, some higher sports colleges still stay at the "ideology" level, and do not regard innovation and entrepreneurship training as part of the school education system. Colleges and universities lack the management system, teaching practice system and evaluation system of innovation and entrepreneurship education. There are even misunderstandings such as "sports college students whose success rate is less than that of other majors" "There are not so many sports fields for students to start their own businesses" and "It is of little significance to carry out innovation and entrepreneurship education in physical education colleges".

## **2.3 The Employment Guidance Course and the Business Plan Competition are Assimilated into Innovation and Entrepreneurship Education.**

Over the years, under the guidance of national policies and the demand of market talents, most sports colleges have set up some employment guidance courses, social etiquette classes and employment guidance seminars, but there are still cases of being forced to start classes in response to the call. These courses have not been regarded as a part of the innovation and entrepreneurship education system, nor have they established a curriculum system, teaching model and practical teaching mechanism that match the innovation and entrepreneurship education. In addition, the Entrepreneurship Program Competition is already a part of the extracurricular activities that are generally carried out in higher education institutions. However, due to the lack of basic entrepreneurial quality training and market-oriented practical activities, most of the entrepreneurial program competitions only stay at the stage of creating an entrepreneurial atmosphere and stimulating entrepreneurial enthusiasm. The practice of using the business plan (business plan) as the overall concept text for starting a new business abroad is still far from the same, and its feasibility, operability and effectiveness cannot be reflected. In addition, some schools' innovation and entrepreneurship education practice activities are similar to work-study programs. They are ordinary services for university campus students. They are not related to professional fields, market fields, local economic development characteristics, regional society, and low technological content. This situation seriously hinders the process of school education and teaching reform, and does not meet the requirements of the market economy for education and innovation and entrepreneurship education.

## **3. Understanding of Entrepreneurship Education**

Entrepreneurship education was proposed by UNESCO at the International Symposium on Education for the Century. In the "Philosophy of Education of the Century" elaborated in the report of this conference, the "third passport" of learning, that is, the problem of entrepreneurial ability, is proposed to raise the entrepreneurial ability to the same level as current academic and vocational education. It refers to the education that fully exploits the potential of students, develops the basic qualities of students' entrepreneurship, and cultivates the comprehensive ability of students' entrepreneurship. The World Higher Education Conference Declaration "The Prospects and Actions

for Higher Education in the Century" clearly states that "in order to facilitate the employment of graduates, higher education should be concerned with cultivating entrepreneurial skills and initiative. Graduates are no longer job seekers. They will first become creators of professional positions. ." Entrepreneurship education aims to improve students' self-employment ability, with particular emphasis on cultivating the spirit and ability of students to start a small business from scratch, and strive to make more job seekers become creators of professional positions.

As China joins the WTO and is affected by economic globalization, the trend of diversified employment and employment methods will further intensify, and talent competition will become more intense. The traditional education and talent training model, attaching importance to knowledge and light ability, attaching importance to inheritance and light innovation, paying attention to the practice of light entrepreneurship, and attaching importance to a single light and composite training model, it is difficult to adapt to the needs of today's social development.

Under the situation that college students' employment system is continuously deepening reform, college students' entrepreneurship is a new model and new trend of college graduates' employment. Entrepreneurship education to cultivate students' entrepreneurial consciousness, spirit and ability is the need to transform China's heavy population burden into huge human resources, and also to enhance China's market competition in the era of economic globalization. Compared with traditional employment education, entrepreneurship education does not directly help students to find jobs, but focuses on teaching students how to find or create jobs.

#### **4. The Basic Idea and Framework of Constructing the Practice System of Innovation and Entrepreneurship Education in Physical Education Colleges**

Innovative entrepreneurship education, in a broad sense, is an educational practice that creates a new cause, and is a groundbreaking individual who develops a pioneering spirit, pioneering consciousness, entrepreneurial ability, social and management skills. In a narrow sense, it is about the education and teaching practice of creating a new occupation or a new job. Its core and connotation is about the study of human creativity, planning, career and development. From the perspective of the disciplinary system, innovation and entrepreneurship education has a clear teaching orientation and training objectives, as well as unique educational values, knowledge structure and ability operation procedures. It is an educational system project for cultivating innovative entrepreneurial talents. It can be seen that innovation and entrepreneurship education and traditional education have distinct characteristics. It is necessary to teach students entrepreneurial knowledge through the theoretical teaching system, and at the same time, to cultivate and hone entrepreneurial ability through the practical teaching system. Therefore, it is necessary to break the boundaries between the relatively independent curriculum teaching system and the practical teaching system, as well as the requirements of the "generalized" and "narrow sense" practical teaching content, and adopt the concept of "innovative entrepreneurship education teaching practice". That is to say, when constructing the teaching practice system of innovation and entrepreneurship education, all the teaching activities set up by the educators inside and outside the teaching plan, both inside and outside the classroom, are called "teaching practice" and are included in the teaching practice system of innovation and entrepreneurship education.

The sports innovation and entrepreneurship education practice system is to let students master the basic knowledge of entrepreneurship, contact the society, learn about the sports industry through the innovation and entrepreneurship curriculum, entrepreneurial simulation practice, social work-up exercise, second classroom activities, community activities, professional internships and other educational models. Improve professional practice ability, enrich social practical experience, and exercise social skills, so as to be able to serve sports innovation and market entrepreneurship in the field of social economy sports for innovative countries. The core is to establish an educational system platform for the development of sports college students' innovative and entrepreneurial quality, strengthen the practical application of professional skills, try entrepreneurial activities, and cultivate entrepreneurial qualities. This is the guiding ideology and destination of the author's practice system of innovation and entrepreneurship education in higher physical education colleges.

Following the construction principles of physical education teaching characteristics, student personality development, combination of in-class and out-of-class activities and social practice services, the school has designed four relatively independent but interrelated sports innovation and entrepreneurship education practice platforms including “classroom teaching, internship practice, community activities, and social services”. Implementing the educational model of “Taking the individual development of students and the overall needs of the society as the combination point, the teaching of different levels and individualized differences as the means, theoretical guidance, practical training and social practice as the breakthrough, training professional ability and innovation and entrepreneurship quality as the educational goal, comprehensively improve students' career choice, Employment and entrepreneurship are the homestay”.

The operation and operation process of the innovation and entrepreneurship practice system: according to the needs of social sports talents, taking teaching practice as the leading factor, implementing the practice activities of different levels and individualized differences, developing students' individuality, tapping the potential of students' innovation and entrepreneurship, and taking innovation and entrepreneurship practice activities as a breakthrough. Cultivate students' positive attitude of being aggressive and pioneering, and establish the confidence to dare to choose a career, to work, and to start a business. At the same time, improve students' entrepreneurial practice ability, including business decision-making ability, career adaptability, information processing ability, interpersonal ability, and frustration ability, and finally achieve training to improve college students' career choice, employment and entrepreneurial competitiveness. This mode of operation fully embodies the training ideas of sports professionals who master the theory, strengthen the practice, pay attention to the application, pay attention to individuality, and highlight practical activities. It presents the rules and characteristics of education, such as hierarchical structure, diversified forms, full time, and goal-oriented training.

## 5. Summary

The new historical period calls for innovative talents. The severe employment situation forces college students to take the road of self-employment. Higher physical education colleges must keep pace with the times, update their concepts, and from the perspective of the scientific development concept and the background of social development to understand the profound meaning of the training of sports professionals. Innovative entrepreneurship education is a kind of education form that comes with the emergence of the era of knowledge economy and the emergence of innovative and entrepreneurial countries. It is a systematic and long-term work, which is a new topic placed in front of educators. At the same time, it is not a one-time thing. Higher physical education colleges must pay attention to and actively solve the problems they face, continuously research and practice, and formulate practical and feasible innovation and entrepreneurship education plans based on the actual situation of the school. Institutions of higher learning should carry out innovative and entrepreneurial education activities according to the characteristics of college students majoring in physical education, and train more innovative talents for China's sports undertakings.

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