

Research on the Integration Strategy of Innovation and Entrepreneurship Education and Employment Guidance

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Abstract: Nowadays, our country attaches great importance to the development of College Students' innovation and entrepreneurship, and puts forward the slogan of "mass entrepreneurship, innovation by all", in order to call on college students to carry out more innovation and entrepreneurship activities. But after all, there are only a few students who participate in innovative entrepreneurship projects. Many college students do not know enough about innovative entrepreneurship activities, so they lack self-confidence and think that a few innovative people can engage in the occupation. More will be put into the wave of employment in the graduation season, looking for their ideal job. Colleges and universities should carry out a series of training for students in advance, including innovative entrepreneurship education and employment guidance, and need to find some ways to integrate the two, so that college students can participate in the work of graduation efficiently.

1. Introduction

The purpose of employment guidance in Colleges and universities is to help students plan their studies and life scientifically and rationally by using career development theory, and take effective actions for their life goals, guide students to understand the characteristics of different stages of professional development of professional post groups, cultivate good professional awareness and quality according to the needs of enterprises, establish positive and correct working values, and guide students and society. Firstly, the core values of enterprises should be adapted to establish the concept of lifelong learning. The abilities and qualities of entrepreneurs, such as innovation and risk-taking spirit, entrepreneurial awareness, interpersonal communication, teamwork, independent working ability and decision-making ability, are integrated into the various teaching contents of employment guidance, and innovation and entrepreneurship education is integrated into the whole process of employment guidance.

2. The Significance and Characteristics of the Integration of Innovative Entrepreneurship and Employment Guidance

2.1 Infiltration and popularization of innovative ideas

Under the social background of "entrepreneurship by all people and innovation by all people", entrepreneurship values are infiltrated into the teaching of colleges and universities, and double-creativity and entrepreneurship are regarded as the teaching objectives of teachers and the academic growth goals of students, so that entrepreneurship concepts really permeate into professional education. Such as campus entrepreneurship contest, Business Design Entrepreneurship plan, situation policy course, college students entrepreneurship training camp, innovation entrepreneurship contest, college students entrepreneurship hero, college students original animation contest, young innovative entrepreneurship talent negotiation, Innovative Entrepreneurship Talent and achievements exchange, college entrepreneurship contest e-commerce contest, international design week, college students cultural creativity contest, etc.

2.2 Technological integration and development of innovation and Entrepreneurship

Colleges and universities should take "market-oriented, application-oriented, compound-oriented, foreign-related" as their orientation. They have always focused on training students' practical innovation and entrepreneurship skills, constantly building innovation and entrepreneurship education platforms, such as practice practice base and laboratory construction, and strengthening the construction of mass creation space and entrepreneurship incubation base for college students. Setting up double-creation forum, conducting school-enterprise cooperation research, visiting enterprises, business district, university research and study, participating in various kinds of road shows of entrepreneurship projects, etc.

3. The outstanding problems in the integration mechanism

There are also many problems to be solved urgently in the innovation and entrepreneurship education in Chinese universities. Such as: insufficient attention, weak and lagging concepts and concepts, insufficient integration with specialties, and disconnection from practice; lack of awareness and ability of University development, single teaching mode of teachers, pertinence and effectiveness; lack of practical platform for school-enterprise cooperation, insufficient support and guidance from the state and enterprises, and urgent need to improve the dual-innovation education system.

3.1 Institutions of higher learning have not paid enough attention to their ideology.

For a long time, there has been a deviation in people's understanding of innovation and entrepreneurship education in Higher Vocational Colleges in China: one view is the theory of starting enterprises, which holds that innovation and entrepreneurship education is to let students start enterprises. Those who hold this view believe that innovation and entrepreneurship education in higher vocational colleges is only aimed at the education of a few people who want to start a business, and there is no need to waste manpower and material resources on students who do not want to start a business. Another viewpoint is the theory of entrepreneurial practice activities, which holds that the innovation and entrepreneurship education in higher vocational colleges is to use the second classroom activities to conduct entrepreneurial practice exercises, and to carry out innovative and entrepreneurship education for students by launching entrepreneurship design competitions, entrepreneurship lectures and other forms. These two viewpoints will inevitably lead to the fact that innovation and entrepreneurship education will only affect the behavior of a few people, with little impact on all students and no obvious demonstration effect.

3.2 Limited teaching methods and unsatisfactory teaching quality

Innovation and entrepreneurship education courses are mostly theoretical courses, teaching methods mainly use classroom lectures and case teaching methods. Many schools hold several innovative and entrepreneurship education lectures, lacking the training of innovative and entrepreneurship practice activities. Some schools use entrepreneurship software to simulate the operation of enterprises, but neglect the effective guidance of various links, and entrepreneurship practice only stays on the surface. The school organizes entrepreneurship design contest, entrepreneurship practice and other activities, only a few interested students participate, or only arrange some students with strong comprehensive ability to participate, the vast majority of students do not participate in entrepreneurship practice activities.

3.3 Teachers are not professional enough

The innovative entrepreneurship guidance teachers in higher vocational colleges are mostly composed of department secretaries, counselors, administrators of various departments, teachers of public courses and teachers of professional courses. They are engaged in employment and entrepreneurship guidance part-time. Because of their heavy workload, it is difficult to squeeze out time to engage in theoretical and practical research of employment and entrepreneurship guidance. Most of the teachers enter the school from the school, without the experience of enterprise

management and management, lack of entrepreneurial practice experience, teaching entrepreneurial knowledge to students is just a talk on paper, which has a great impact on the effectiveness of innovation and entrepreneurship education in Higher Vocational colleges.

4. The Role of Teachers in Students' Innovation and Entrepreneurship

Before that, entrepreneurship was a personal matter for entrepreneurs. It had nothing to do with universities or teachers. In fact, regardless of whether or not entrepreneurship education has been carried out in Colleges and universities, almost all of them have more or less students starting their own businesses from the beginning of their freshman year. That is to say, there is no shortage of students who have entrepreneurial dreams or who are brave enough to try to start a business. But on the contrary, how many of our teachers have ever had a career or a dream of starting a business? Is it convincing for the instructed to let a teacher who has no entrepreneurial experience guide the students to start a business? This is a common embarrassment for teachers!

At present, teachers' roles in students' entrepreneurship are mainly accompaniers, servers, learners and co-growers, sometimes they can also act as staff or reminders; they can act as motivators and exploiters of students' entrepreneurship dreams; they can be discoverers of students with entrepreneurial potential; the higher level is: as guiders and organizers of students' innovation and entrepreneurship, this is the case. In response to the Party's call, we must strive to achieve the goal of 10% entrepreneurship rate for college graduates.

4.1 Be an inspirer

The road of entrepreneurship is lonely and painful, entrepreneurs often encounter a variety of difficulties, sometimes encounter failure and attack. Therefore, it is particularly necessary to get comfort, encouragement and support from others, sometimes even just need a person to talk to. Teachers are the most trustworthy people for students. To comfort and encourage students is also one of the contents of teachers' work. Therefore, it is feasible and easiest for teachers to position themselves as the companion of a student entrepreneur.

4.2 Growing up with students and summing up experience

Student entrepreneurs have to take on all kinds of risks. When teachers are accompanied by their iron rice bowls, they are actually learning the lessons and experiences of entrepreneurs' entrepreneurship, which is a learning opportunity without paying tuition fees. Teachers should make full use of this opportunity, positioning themselves as a learner, saying less and looking more. The most obvious manifestation of "teaching is mutually beneficial" in the guidance of college students' entrepreneurship. In the guidance of college students' entrepreneurship, teachers can certainly gain a lot of experience related to entrepreneurship. Therefore, it is necessary to define oneself as a "learner and co-developer" who grows up with student entrepreneurs.

4.3 Reasonable use of resources

Resource integration is the most important work that schools and teachers should do and can do well. It is the advantage that teachers have over students. These resources include: School Department resources, professional teachers resources, school idle subject resources, idle patent resources, School Alumni resources, employer resources, government-related functional departments resources, other social resources and so on. These less important resources in the eyes of teachers may be the most important start-up resources for entrepreneurs to help them succeed in entrepreneurship, which is more useful than telling them about entrepreneurship policies.

5. Countermeasures

5.1 Developing the Second Classroom and Enriching the Extracurricular Activities

Firstly, we can give lectures on employment guidance and career guidance. Colleges and universities should hold employment guidance and career lectures, and insist on the combination of

special lectures and individual consultation. Organize graduate classes of departments (colleges) to hold simulated job fairs to give guidance on Application etiquette, interview skills and other skills, and give classified guidance according to the problems existing in the middle school. Secondly, the festival of college vocational skills and entrepreneurship culture with the theme of strengthening vocational skills and serving employment and entrepreneurship will be held. A total of 10 top entrepreneurship star selection, science and technology innovation contest, sand Table simulation exercises and other activities were held. With professional skills and entrepreneurship education theme activities as a link, the second classroom and the first classroom achieved an effective docking, and cultural quality education and vocational skills training, entrepreneurship quality improvement achieved an organic combination. Colleges and universities can also hold employment theme class competitions. Home-wide class meeting competition was held with the theme of The theme of the class meeting is distinct and the form is lively. We will discuss how to solve the practical problems in the process of employment and career selection. Through the competition, the students' employment concept, career choice concept and entrepreneurship concept are clearer, which plays an important role in guiding students' future study and work.

5.2 Promoting the teaching staff and organizing and participating in relevant professional training

For example, organize in-school training. Colleges and universities should organize a number of training of career counselors, mainly in the form of theoretical study, special lectures, case teaching, simulated interviews, experience exchange, field visits, special research and so on.

Through training, employment instructors have mastered the principles and policies of employment work for college graduates skillfully, renewed their ideas, improved their ideological and theoretical level and professional ability, so as to ensure and promote the healthy and orderly development of employment guidance work in our institute.

In addition to in-school training, relevant university teachers should be organized to participate in out-of-school training. A number of teachers were selected to conduct intermediate training for employment guidance and training personnel in other places, and the training certificates were obtained. It further improves the level of teachers of employment guidance and entrepreneurship education in our college.

Finally, teachers are selected to work in enterprises. This effectively improves the professional level and skills of professional teachers, and cultivates the teaching level of entrepreneurship education of teachers.

5.3 Course content optimization and systematization

The contents of career guidance courses in Colleges and universities include career planning, career preparation, entrepreneurship preparation, career adaptation and employment policy. In the part of career planning education, through the typical case analysis of excellent graduates' employment and entrepreneurship, students' goal consciousness and planning consciousness are stimulated; in self-awareness teaching, students are guided to accept themselves, tap their potential and clarify their jobs. Professional values should be corrected and corrected to learn to correctly evaluate others; in the part of Vocational cognition, we should pay attention to the new opportunities and challenges brought by the new economic development situation to the industry, cultivate students' sensitivity to business opportunities, pay attention to the organizational structure of enterprises in the industry and the different characteristics of different professions in the professional post group, and guide students to run their studies with enterprise thinking. In the preparation of job selection, some students understand the concept of enterprise culture, the need of enterprises for vocational quality of Higher Vocational graduates, the responsibilities and occupational standards of enterprises, understand the information of labor market demand, learn the ability of information collection, processing and screening, learn to integrate resources and expand employment channels by experiencing the recruitment process of enterprise managers and simulating job hunting process. In the business preparation part, through the business operation simulation, students can grasp the market survey method, understand the business process,

understand the problems that need to be paid attention to in the business links of financing investment, enterprise planning, production and sales, cultivate students' professional awareness and innovative entrepreneurship, and cultivate students' abilities of planning, overall planning, decision-making, organization, coordination, management and execution.

5.4 Innovation of teaching methods

Focus on the cultivation of students' critical and creative thinking, stimulate innovation and entrepreneurship inspiration; launch online open courses such as Mourning Course and Video Open Course, establish credit recognition of online open courses; organize and compile scientific, advanced and applicable teaching materials of double-innovation education.

6. Conclusion

Employment guidance and entrepreneurship education should be guided by the Party's spirit and scientific outlook on development, under the correct leadership of the school administration, adhere to employment-oriented, entrepreneurship-driven employment ideas, improve the system, consolidate the foundation and enrich activities, and try every possible way to build employment and entrepreneurship carrier, strive to broaden employment and entrepreneurship channels, and vigorously promote provincial entrepreneurship education model schools and entrepreneurship quality. The construction of educational projects will continuously enrich the connotation of entrepreneurship education and further enhance students' employment and entrepreneurship ability.

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