

Research on the Construction of the Training Mode of Innovation and Entrepreneur Talents in Financial and Economic Colleges

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Keywords: construction, training mode, innovation and entrepreneur talents, financial and economic colleges

Abstract: With the needs of society and enterprises for talents, Chinese colleges and universities are paying more and more attention to the cultivation of practical talents. At present, there are still many problems in the training mode of innovation and entrepreneurship talents in China's financial and economic fields. This paper analyzes the status quo of the innovation model of innovation and entrepreneurship in finance and economics, and finds out the problems in the reform of the training model of innovation and entrepreneurship in finance and economics.

1. Introduction

At present, China is in a critical period of economic transformation and upgrading, and problems such as poor scientific and technological innovation capability and unbalanced economic development restrict China's economic and social sustainable development. Based on this, Premier Li Keqiang listed "mass entrepreneurship and innovation" as one of the "double engines" of China's economic growth in the government work report of the 2015 National People's Congress. The innovation and entrepreneurship education in colleges and universities that believes that the society fosters innovative and entrepreneurial talents is once again being pushed to the forefront. In fact, after more than a decade of development, China's colleges and universities in innovation and entrepreneurship education from scratch, from weak to strong, for the development of China's economic and social development of a large number of talents. However, due to many reasons such as the lag of concept, institutional obstacles and delays in implementation, the current level of innovation and entrepreneurship training in China cannot fully adapt to the country's development strategy and economic and social development needs. As we all know, the competition of economic and scientific strength is the core of international competition. Finance and economics colleges shoulder the heavy responsibility of cultivating professional talents for China's economic construction. Especially the current economic situation is changing with each passing day. It is especially important to cultivate professional financial talents with innovative spirit. . Based on this, it is of great practical significance to study the training mode of innovation and entrepreneurship talents in financial and economic colleges [1].

2. The Training Mode and Problems of Innovative and Entrepreneurial Talents in Financial and Economic Colleges and Universities

In recent years, according to the relevant policies of the Education Bureau, the school emphasizes the combination of professional study and practical work in the cultivation of innovative professionals in finance and economics, attaches importance to the cultivation of practical ability of students majoring in finance and economics, and attaches importance to the training mode of innovative and entrepreneurial talents for financial and economic majors. Colleges and universities actively absorb excellent teaching models and professional teaching experience at home and abroad. In the process of teaching, pay attention to the cultivation of theoretical knowledge of financial and professional majors, and combine the advantages of regional characteristics, the school and enterprises to sign relevant internship regulations, and carry out practical training programs for students [2]. On the basis of learning theoretical knowledge, students

are encouraged to enter the enterprise. The "work-study combination" training mode of finance and economics has strengthened the cultivation of students' practical ability and ensured that students become the applicable talents needed for enterprise development. This is the common pursuit of the teaching of major universities.

Although major universities have drawn on the excellent talent training model, after long-term research and practice, there are still many problems in the teaching process. First of all, in the context of social environment, it is not conducive to the cultivation of the "work-study combination" talent model. The combination of work and study lacks government support and guidance, and even lacks the support of enterprises. Second, there are flaws in the system and mechanism of the "work-study combination" talent training model. There is a lack of management mechanism in the system and mechanism. It is impossible to ensure the smooth implementation and concrete implementation of the "work-study combination" talent training model, and the lack of specific organizational and management mechanisms. Third, the implementation of the "work-study combination" talent training model is not strong, and the training plan, main teaching curriculum, teaching methods, teaching staff, and management institutions of the training model are not mature enough. Fourth, the innovation and entrepreneurship talent training model of finance and economics cannot adapt to the needs of enterprises for innovation ability. Fifth, the "work-study combination" talent training model did not take into account the differences between professions during the exploration process. The "work-study combination" talent training model does not adapt to all professional development [3].

The goal is the leader of action. With the increasing demand for innovative talents in economic and social development, it is not difficult to find that colleges and universities have included innovative talent training in the training objectives of the school. However, due to the different types and levels of schools, the training objectives of innovative talents should be differentiated accordingly. At this point, the performance of colleges and universities is not satisfactory. For example, the training objectives of undergraduate talents of the Central University of Finance and Economics are: to cultivate the comprehensive development of morality, intelligence, beauty and beauty, to have a high moral quality and strong sense of social responsibility, to have a broad knowledge base and superb professional knowledge, and to have excellent innovative spirit and practical ability. The goal of undergraduate talent training in Hebei Finance College is: "Cultivate high-quality talents with innovative spirit and international vision to adapt to social needs." Although the two are not the same in terms of discussion, their basic meanings are not much different. The Baisan School of Business, a world-renowned entrepreneurial education college affiliated with finance and economics colleges, also pays attention to the cultivation of students' innovative entrepreneurship, but it is an important goal to cultivate entrepreneurial managers. Harvard Business School is a student who hopes to engage in entrepreneurship education. You can start your own business in the future. Obviously, the specific target orientation is more conducive to the smooth progress of the school's talent development work.

Advanced educational concepts are conducive to the smooth development of educational activities. Innovation is based on the development of individuality, and there is no innovation in personality development. Based on this, the cultivation of innovative and entrepreneurial talents with "innovation" as the core feature is inseparable from the implementation of advanced education concepts such as "people-oriented" and "student-centered". In fact, the "people-oriented" and "student-centered" educational concepts have been proposed for many years in China, but they have not been put into place in practical education and teaching activities, such as teacher-led classrooms with the aim of finding the right answers. The teaching methods are still full of university classes; and the introduction of various policy measures in schools rarely seeks students' opinions, even if the solicitation is mostly superficial articles. Only by truly transforming "teacher-centered" into "student-centered", the cultivation of students' creative thinking and innovative ability can not only stay verbally. In the western developed countries, due to the cultural influence, the concept of individualized education with the purpose of respecting the individual development of students has been deeply rooted in the hearts of the people, and the development of students' innovative ability is

obvious to all. Based on this, changing the educational concept and truly putting the “student-centered” in place is the key to the cultivation of innovative and entrepreneurial talents in colleges and universities [4].

The talent training mode is the structural style and operational mechanism of several elements of the talent training activities adopted to achieve certain training objectives. The realization or implementation of the talent training system cannot be separated from the corresponding supporting system. In fact, the biggest problem facing the cultivation of innovative and entrepreneurial talents in China's colleges and universities is undoubtedly the guarantee of supporting systems. As we all know, the cultivation of innovative and entrepreneurial talents is inseparable from high-level teachers, and the current recruitment management system of teachers is more inclined to introduce academic talents under the existing system, while practical talents that have an important influence on innovation and entrepreneurship must be from enterprises. It is difficult to lead a university. Another example is that innovation and entrepreneurship talents are innovating, and the practice teaching link is crucial to the cultivation of innovation ability. Therefore, setting up an innovation and entrepreneurship practice education platform to make teaching practice play its true role has become the key to the cultivation of innovative and entrepreneurial talents, but how to It is especially necessary to supervise the form of the system. In short, the cultivation of innovative and entrepreneurial talents as a training system requires a corresponding supporting system to ensure the operation. However, the current low level of innovation and entrepreneurship education in China is largely due to the lack of supporting safeguard measures in the process of policy implementation.

3. The Practice of Training Models for Innovation and Entrepreneurship Talents in Financial and Economic Colleges and Universities

The cultivation of innovative and entrepreneurial talents in finance and economics should adhere to the principle of satisfying the needs of social enterprises for talents, clarify the training objectives of innovation and entrepreneurship in finance and economics, and clarify relevant job responsibilities according to the corresponding job positions. Colleges and universities establish cooperative relations with enterprises, and jointly develop and improve the training mode of innovation and entrepreneurship talents in finance and economics. In the training of innovative and entrepreneurial talents, we must ensure the cultivation of core job functions, and formulate different training programs for innovative and entrepreneurial talents according to the differences between different majors in finance and economics.

The "work-study combination" talent training mode is the embodiment of the essential characteristics of colleges and universities in the cultivation of innovative and entrepreneurial talents in finance and economics. It is the most important way to train innovative and entrepreneurial talents in colleges and universities. The development of engineering and engineering combined with the curriculum teaching, combined with the professional characteristics of financial and professional services, management, accounting, etc., to improve the content of engineering and teaching combined with the curriculum, to guide the direction of financial and economic professionals. The development of engineering and engineering combined course teaching project is conducive to students' good understanding of the professional career prospects of finance and economics, which is conducive to the realization of innovative technical talents training objectives in colleges and universities, and is conducive to meeting the needs of regional economic development for talents. In the development of the engineering-integrated curriculum teaching project, it is necessary to combine the differences between the professions and the different responsibilities of the job positions in the enterprise to conduct job responsibilities analysis and recognize the importance of practicality in the teaching of finance and economics. Colleges and universities can practice training after theoretical education, and can set up virtual post internships on campus as a course teaching project. Students and teachers collaborate in the development of a combination of engineering and engineering [5].

The establishment of the training model for innovation and entrepreneurship in finance and economics plays an important role in the cultivation of innovative and entrepreneurial talents in

finance and economics. Students majoring in finance and economics are important participants in the formation of innovative models for innovation and entrepreneurship in finance and economics. In the innovative and entrepreneurial talent training mode, the improvement of students' professional quality and practical comprehensive ability is the key to the success of the innovation model of financial and professional innovation and entrepreneurship. Financial and economics students must conduct targeted internships during the internship. Students can also conduct inter-disciplinary internships. During the internship process, professional teachers must be coached to achieve a work system for a student. In the process of internship, according to the needs of students, they can rotate, strengthen the comprehensive quality and ability of students majoring in finance and economics, effectively solve the problems of postal accumulation during the internship, and let students learn the knowledge that is not in the classroom.

In the reform of the training model of innovation and entrepreneurship in finance and economics, colleges and universities should pay attention to the cultivation of students' comprehensive quality education, so that students can adapt to social life and workplace environment. Cultivate the migration ability of students in the workplace. Integrate the idea of innovation and entrepreneurship education into the training model of innovation and entrepreneurship in finance and economics. In the innovation and entrepreneurship education, we insist on taking students as the main training object, achieving multiple stages of learning, and interacting with students in multiple classrooms. The training model of innovation and entrepreneurship in finance and economics connects colleges and universities, not only provides professional quality education for students, but also improves students' ability to use brains. The quality education system featuring innovation and entrepreneurship education is built in the training mode of innovation and entrepreneurship talents in finance and economics. It combines campus culture with innovation and entrepreneurship education culture and professional culture.

4. Conclusion

In recent years, colleges and universities have carried out reforms and practice on the training mode of innovation and entrepreneurship talents in finance and economics, which has made up for the lack of the original training mode of innovation and entrepreneurship talents in finance and economics, actively developed the combination of engineering and learning courses, and implemented interdisciplinary comprehensive training. Reform, build a quality education system featuring innovation and entrepreneurship education, and extend advanced experience to major universities across the country.

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