

Study on the Difficulties and Countermeasures of “Double Creation” Education in Chinese Universities

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Abstract: College students' innovation and entrepreneurship education is a solid foundation for colleges and universities to cultivate innovative talents, and an important way for colleges and universities to ease employment pressure. Although the quality of innovation and entrepreneurship education in China's colleges and universities has been greatly developed, it still suffers from many problems such as incomplete education system, imperfect curriculum system, insufficient teacher team strength, and poor education and teaching effects in practical teaching. Through the analysis of the dilemma faced by the improvement of the quality of innovation and entrepreneurship education in colleges and universities, it is proposed that colleges and universities should actively build a whole system of innovation and entrepreneurship, actively learn from foreign innovation and entrepreneurship education, actively create a good environment for innovation and entrepreneurship, and introduce entrepreneurs as a team of entrepreneurial mentors. Members, the school's innovative entrepreneurship curriculum system and other related initiatives to further promote the quality of innovation and entrepreneurship education.

1. Introduction

The implementation of high-quality innovation and entrepreneurship education in colleges and universities has become an important measure to effectively help students improve their awareness of innovation and entrepreneurship, establish reasonable entrepreneurial goals, and guide students to dare to struggle, dare to innovate, dare to start a business, and realize self-employment scientifically and rationally. Driven by the policies of the State Council, the Ministry of Education, and government departments at all levels, the quality of innovation and entrepreneurship education of college students in China has improved greatly and achieved certain educational achievements. However, compared with Western countries, China's innovation and entrepreneurship education started. Later, there are still many defects. In the actual education and teaching of colleges and universities, there are still many difficulties to overcome. According to the analysis of the dilemma faced by the quality improvement of innovation and entrepreneurship education in colleges and universities, relevant countermeasures are put forward to promote the further improvement of the quality of innovation and entrepreneurship education in colleges and universities.

2. The necessity of carrying out “double innovation” education in colleges and universities

As an important part of the innovation and development of colleges and universities, innovation and entrepreneurship education is not only the responsibility of social education consciously undertaken by colleges and universities, but also an important way to promote the innovation and development of colleges and universities. High-quality innovation and entrepreneurship education has enhanced students' awareness of innovation and developed students' ability to innovate, that is, to cater to the needs of students' self-employment, and to provide important talent resources for building an innovative society. Through innovation and entrepreneurship, colleges and universities should encourage students to identify their own positioning, establish a sense of innovation, practice innovation on their own, effectively integrate into practice, develop their own potential, better integrate into society, and lay a solid foundation for cultivating innovative talents.

In the new educational environment, innovation and entrepreneurship education has gradually become an important way to ease the employment pressure of colleges and universities. Through innovative entrepreneurship education, some college students can embark on the road of self-employment and achieve personalized development, which not only solves their own employment problems, but also creates more jobs and eases the pressure of social employment. Innovative and entrepreneurial education in colleges and universities has received extensive attention in all countries of the world. Many countries have incorporated innovation and entrepreneurship education into the curriculum teaching system. Some Western countries have gradually matured in terms of education teams and educational methods, providing students with innovative entrepreneurial practices. Adequate software and hardware support has promoted the individualized development of students and improved their ability to innovate and start a business. To a certain extent, they have solved the relevant employment problems.

3. The dilemma faced by colleges and universities in innovation and entrepreneurship education

The premise of the activities and practice of innovation and entrepreneurship education in colleges and universities is that students must have certain “innovation impulses”, and the castration of college students' creative potential has become a problem that can not be ignored in improving the quality of colleges and universities. Promoting students' all-round development is the value pursuit and responsibility of basic education. However, in the real basic education life, students fail to enjoy the opportunities of independent development and innovative education. At present, basic education is still tied to the test preparation mode, students' desire for innovation is restrained, too standardized answers are demanded, a large number of practical activity classes are reduced, and the impulse to innovate is ruthlessly “castrated”. Students finally dare not innovate and do not want to innovate. Can't be innovative. On the other hand, in the basic education stage, the teacher's dominance is too strong, usually above the student's subject status. The school field still presents as the center of teacher power in all aspects, resulting in students in the school education and life process, any The thoughts and behaviors that do not conform to the tradition of exam-oriented education are suppressed by teachers, and students' enthusiasm for innovation is destroyed and destroyed, and the impulse to criticize is gradually lost.

Due to the late start of innovation and entrepreneurship education in China, many colleges and universities have not paid much attention to the cognition of innovation and entrepreneurship education, and lack of effective implementation measures, which has restricted the development of innovation and entrepreneurship education curriculum. In the actual curriculum setting, the innovation and entrepreneurship education of most universities in China has not formed a curriculum system or the curriculum system is incomplete, there is a certain dispersion, and the curriculum has certain defects. For example, the curriculum is based on theoretical and basic courses. The implementation is out of practice and lacks the necessary practical platform to ensure students' sufficient practical time. This makes students' innovation and entrepreneurship practice links flow in form and cannot meet the realistic requirements of educational goals. In addition, there are many colleges and universities, innovative and entrepreneurial education courses often appear in the form of elective courses, lectures, etc., have not been included in the formal compulsory courses, did not form a combination of theory and practice in line with the actual social and economic development of the region, elective and compulsory assistance The innovative entrepreneurship curriculum system, these various course problems are also one of the important factors that make the overall quality of innovation and entrepreneurship education in colleges and universities unsatisfactory.

Under the new economic development and education environment, higher requirements are put forward for colleges and universities. The instructors themselves need to have a strong sense of innovation and the ability to carry out innovation and entrepreneurship teaching reform and practice to ensure that students can guide themselves to adapt to the new employment environment, spontaneously carry out innovation and entrepreneurship practices, and enhance their ability to

innovate and innovate. However, in actual situations, many college teachers in innovation and entrepreneurship education have shortcomings. Although most teachers have higher academic qualifications, they lack practical experience, have not received systematic training, and have insufficient teaching experience. The theory is mainly based on teaching, and the teaching methods and teaching contents are relatively simple, lacking necessary practical training guidance. This has laid a hidden danger for innovation and entrepreneurship education, and has also seriously affected the improvement of the quality of innovation and entrepreneurship education in colleges and universities.

At present, the form of innovation and entrepreneurship education in China is relatively simple, mainly for classroom education, and the lack of extracurricular practice, which makes it difficult to guarantee the overall innovation and entrepreneurship practice. In addition, there are still many colleges and universities in the practice of innovation and entrepreneurship guidance, most of them only focus on the explanation of theoretical knowledge, ignoring the practical training; paying attention to classroom teaching, ignoring the actual exercise; paying attention to the theoretical results of the curriculum, ignoring the overall quality of students, And practical education activities are mostly less content, and the scope is small, the participation of students is low, most of the activities are only in the form, so that the role of innovation and entrepreneurship education activities is difficult to fully play, combined with the lack of training bases, Insufficient supporting courses and lack of teacher guidance have further aggravated the dilemma of improving the quality of innovation and entrepreneurship education in Chinese universities. Under the above circumstances, it is difficult for college students to effectively improve their entrepreneurial ability. According to relevant information, the number of college students' entrepreneurial participation is only about 6% per year, while in some western countries it is 25%. From the depths, there are still many shortcomings in China's innovation and entrepreneurship education, which are still relatively backward compared with some western countries. .

4. The promotion strategy of “double creation” education quality in colleges and universities

To incite the reform and innovation of innovation and entrepreneurship education in higher education and the whole education, the key is to make innovation and entrepreneurship education throughout the whole process of education, reflecting the value of educating people. The value and purpose of carrying out innovation and entrepreneurship education is not to make every student become an inventor and entrepreneur, but to cultivate students' innovative spirit, entrepreneurial awareness and innovative entrepreneurship. Students' innovation and entrepreneurship should not be independent of the teaching system, nor an independent discipline. In a sense, the entire educational process is a process of continuous innovation and continuous innovation. Therefore, innovation and entrepreneurship education should be included in the main channels of basic education, which runs through all levels of education. Through the transformation of the value orientation of multiple education, deepen the reform of basic education, deepen the quality education, stimulate students' awareness and potential of innovation and entrepreneurship, cultivate students' critical thinking and innovative spirit; and actively carry out the examination reform movement to weaken the single screening function of the college entrance examination, Advance the classification examination, break the institutional constraints of the college entrance examination, and form a good education environment for the selection and development of diversified talents.

Many western countries are relatively mature in innovation and entrepreneurship education, and the curriculum system is relatively perfect. Colleges and universities can actively improve their innovative and entrepreneurial education conditions by actively absorbing foreign advanced educational concepts and experiences, and actively carry out educational reforms to help students find their own positioning. To provide students with the opportunity of independent innovation practice, through various supporting teaching and equipment, let students experience various innovation and entrepreneurial practice processes, let students understand various innovation and entrepreneurial related content in practical exercises, and let students realize individuality in the

process of entrepreneurial practice. Development. In addition, colleges and universities should also recognize their educational responsibilities, place innovation and entrepreneurship education at an important position in their own education system, promote innovation and entrepreneurship education and teaching reform, provide students with a good platform for innovation and entrepreneurship, and strengthen extracurricular innovation and entrepreneurship. Activities, play the role of students' autonomy, and promote students' spontaneous development of entrepreneurial practices. Entrepreneurship may not be teachable, but the entrepreneurial spirit must be taught. Only the innovative concept is the ultimate goal of education reform. It is ours that we urge students to rationally understand entrepreneurship, think carefully about themselves, stimulate the enthusiasm of innovation and entrepreneurship training, and improve students' sense of innovation. Innovation and entrepreneurship education that should really be promoted.

Faced with the severe employment situation and the attention of relevant departments to innovation and entrepreneurship education, whether colleges and universities can create a good external innovation and entrepreneurship environment is particularly important for ensuring the quality of education. Relevant departments should improve related supporting laws and regulations, and adjust various norms, including taxation and financing, so as to better promote and adapt to the development of innovation and entrepreneurship in universities; and universities should formulate corresponding requirements according to the requirements of relevant departments and the actual situation of the school. Institutional norms, strengthen the organization and management of campus innovation and entrepreneurship education, give full play to the leading and service role of schools in college students' innovation and entrepreneurship, and guide college students to participate in the practice of innovation and entrepreneurship. In addition, universities need to strengthen the promotion of relevant innovation and entrepreneurship policies issued by relevant departments, so that students can understand various policies and guide students to apply these policies reasonably to help students better participate in innovation and entrepreneurship activities. At the same time, colleges and universities should promptly feedback information to relevant departments, so that policy makers can timely adjust the corresponding innovation and entrepreneurship policies according to the actual situation, and refine relevant regulations to provide timely and effective institutional support and support for college students.

The strength of teachers is closely related to the level of education. If the professional quality of the teaching staff is not high, it will be difficult for students to receive a better education. The team of entrepreneurial instructors must not only teach students the basic knowledge of innovation and entrepreneurship education, but also guide students to establish long-term goals of innovation and entrepreneurship, participate in innovation and entrepreneurship, and cultivate their own innovative spirit and entrepreneurial ability. Entrepreneurs are more mature in terms of entrepreneurial experience, innovation and entrepreneurship, and basic knowledge of innovation and entrepreneurship. Introducing entrepreneurs as members of the entrepreneurial mentor team can effectively complement the shortcomings of the teaching staff, better guide students to conduct practical exercises, and improve student entrepreneurial success. rate. Colleges and universities should increase investment in teacher resources. From some first-tier enterprises, try to select and hire entrepreneurial winners, middle-level managers, venture capitalists, etc. to serve in schools, establish a comprehensive system of teachers and teams, and improve the overall team of teachers. Quality. It is worth noting that the mentoring system that communicates society and schools must be truly implemented and prevented from flowing in form. For example, corporate executives are busy, even if they are under the name of entrepreneurial instructors, it is difficult to play a practical role; in contrast, middle-level or venture capitalists have more time, and their demand for recruiting talents or investment projects can also be connected with entrepreneurial students. Is a more feasible and effective mentor choice.

Based on the reality of social and economic development, paying attention to the combination of theoretical and practical knowledge, and strengthening the construction of innovation and entrepreneurship education system in colleges and universities, it is necessary to rise to the level of theoretical disciplines, and to ensure the necessary practical extracurricular training activities, form

a scientific curriculum system, and promote synergy. The cultivation of students' innovative spirit and the mastery of entrepreneurial knowledge and skills, avoiding innovation and entrepreneurship education in the theoretical classroom teaching innovation and teaching entrepreneurship. Colleges and universities should incorporate innovation and entrepreneurship education courses into the talent training system as soon as possible, and formulate scientific evaluation standards for the quality of innovation and entrepreneurship courses, and implement teaching in accordance with their aptitude, so as to better guarantee the quality of innovation and entrepreneurship teaching. When the university perfects the innovation and entrepreneurship education curriculum system, it should also open a new type of innovation and entrepreneurship practice education curriculum according to the actual situation, and incorporate it into compulsory courses to cultivate students' innovative spirit and improve students' innovative quality and entrepreneurial skills. Pay attention to the curriculum system to highlight the student's subjective status, stimulate students' enthusiasm for learning through some curriculum practice activities, encourage students to question and think, improve students' practical ability, and enhance students' social environment adaptability, so as to better guarantee the quality of teaching. When setting up the corresponding courses, colleges and universities must closely integrate with relevant majors, fully consider the students' learning needs, and infiltrate into the professional courses, which can not only solve the problem of class conflicts, but also solve the “two skins” of entrepreneurial courses and professional courses. problem. Introduce various elements of the social environment into the curriculum, including some students' shortage of necessary entrepreneurial knowledge and skills, such as marketing skills, financial knowledge, management techniques, laws and regulations, etc., so that innovation and entrepreneurship education can penetrate into all aspects of professional education. A comprehensive, general-purpose upgraded version of the Entrepreneurship Program is designed to complement the “short board” and even as an elective to allow students with entrepreneurial willingness and interest to choose to study. In addition, in order to ensure the quality of innovation and entrepreneurship education, colleges and universities need to create innovative and entrepreneurial education and training bases in combination with curriculum teaching, and provide practical training places for students to participate in various practical activities such as venture financing and enterprise management. We will increase our social experience and improve our entrepreneurial ability, so as to better help students to carry out innovative and entrepreneurial learning and ensure the quality of innovation and entrepreneurship education.

To sum up, colleges and universities should fully recognize the necessity of carrying out innovation and entrepreneurship education for college students, conscientiously implement and accelerate innovation and entrepreneurship education, and open up a whole process of innovation and entrepreneurship education, create a good environment for innovation and entrepreneurship, and form a professional team of instructors. Build system activities and course content systems, use advanced methods of education and teaching methods, comprehensively improve the quality of innovation and entrepreneurship education, and provide students with forward-looking, scientific and practical innovation and entrepreneurship guidance and guidance to better help college students prepare The land is integrated into the wave of “double creation era” to realize self-worth.

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