

Literature Review and Reflection on the Integration of Ideological and Political Education of College Students and Innovation and Entrepreneurship Education

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Keywords: ideological and political education; innovation and entrepreneurship education; integration; countermeasures.

Abstract: In the past two years, research on the integration of ideological and political education of college students and innovation and entrepreneurship education has developed rapidly. Using the word frequency analysis method to analyze the “innovation and entrepreneurship education”, “ideological and political education of college students” and the related literatures of the integration of the two educations in China Knowledge Network and CSSCI, the research hotspots are found to be relatively concentrated in education and ideological and political culture. The main point of scholars is that the goals of the two educations are consistent, and mutual integration is beneficial to college students to establish their socialist core values, enhance their comprehensive quality of innovation and entrepreneurship, and promote their ability of innovation and entrepreneurship. The existing problems are that the concept is lagging behind, the teaching staff is weak, the practice platform is not substantial, and the incentive mechanism is lacking. Based on the research and personal practice, the author believes that in the integration of the two educations, professional education is the foundation, Professional education is the basis for the integration of two educations, and the concept is guarantee.

1. Introduction

The ideological and political education of college students (hereinafter referred to as ideological and political education) plays an important role in the implementation of the Party's educational policy in colleges of China. With the development of the times, the methods and contents of ideological and political education are developing as well. In recent years, mass entrepreneurship and innovation in China are the hot topics with the development of the society. The innovation and entrepreneurship education (hereinafter referred to as “double-creation education”) and ideological and political education (the two kinds of education are hereinafter referred to as the “two educations”) in colleges are urgently needed to be studied correspondingly. Figure 1 shows the trend of the number of ideological and political education literatures retrieved in China Knowledge Network. Figure 2 shows the trend of the number of literatures related with the two educations in China Knowledge Network (unless otherwise specified, the data in this paper are from “China Knowledge Network”). It can be obviously observed that there is significant difference between the trends presented in Figure 1 and Figure 2, that is, the amount of ideological and political education literatures has increased rapidly since 2000, and the correlation between the two educations has increased rapidly since 2015, indicating that research of the integration of the two educations is still in an early stage, and further research is needed.

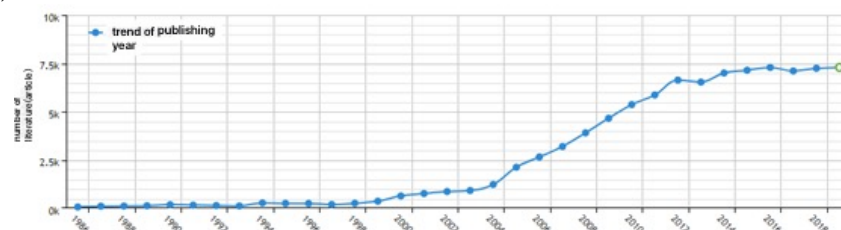


Figure 1 Trend of the number of “Ideological and Political Education” literatures in China Knowledge Network from 1986 to 2018

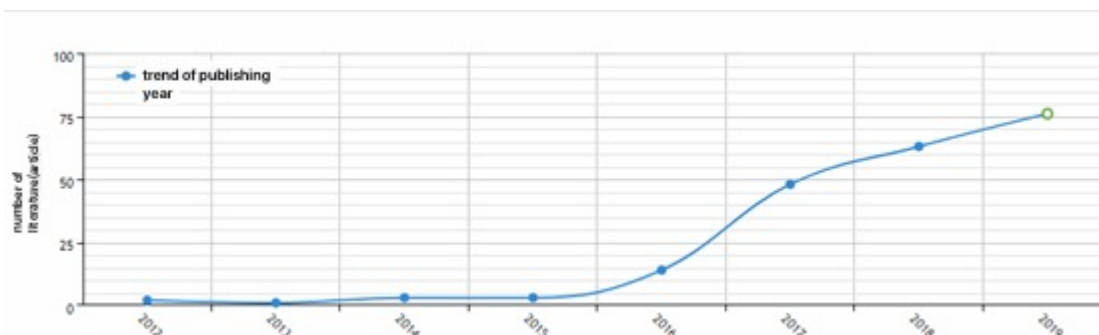


Figure 2 Trend of the number of literatures related with the two educations in China Knowledge Network

2. Researches on ideological and political education

2.1 Change of the number of literatures

The change of the number of research literatures on ideological and political education reflects, from a perspective, the development of the systematization of ideological and political education in China, the impact of economic development on college students' thinking, and the depth and breadth of relevant research.

According to Figure 1, the research on ideological and political education of college students has developed rapidly since 1999 and reached its peak from 2011 to 2018. The specific quantity changes are shown in Table 1.

Table 1 Number of research literatures on ideological and political education of college students in China Knowledge Network from 1981 to September 2018

YEAR	ARTICLES	YEAR	ARTICLES	YEAR	ARTICLES
2018-2015	17421	2006-2003	4451	1994-1991	258
2014-2011	17575	2002-1999	992	1990-1987	198
2010-2007	11379	1998-1995	300	1986-1981	92

2.2 Trend of research subject direction

The increasing number of research on the subject of ideological and political education is slightly different from that in Figure 1 (see Figure 2). Before 2001, there were only sporadic researches, and the number of literatures reached its peak in 2018. According to Figure 3, the amount of relevant research literature is increased prominently since the ideological and political education became an independent second-level discipline in 2005, but it has been significantly decreased in the past two years, which indicating that attentions of scholars have changed.

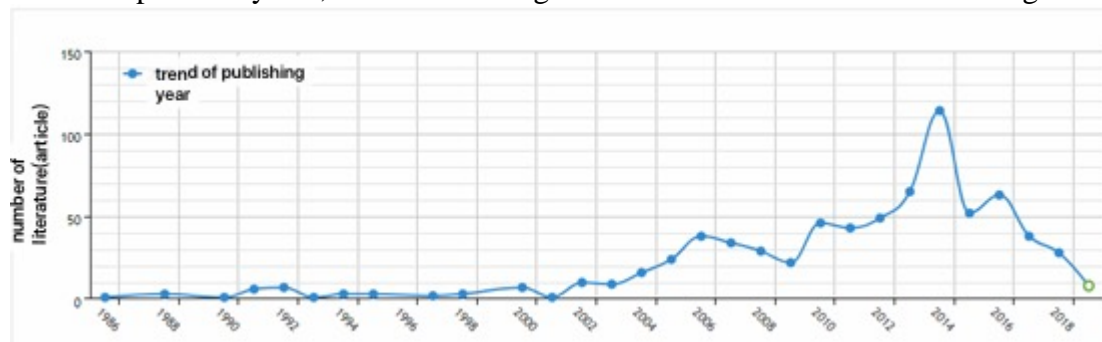


Figure 3 Trends of the number of research literatures on ideological and political education in China Knowledge Network

In the research direction of the ideological and political disciplines, Deng Guojun reviewed the concept and theory of the discipline, the historical experience in its development, and the existing problems. His research literatures and achievements in China Knowledge Network from 2005 to

2015 are concluded as the following:

- 1) Marxist theory and method are the foundation.
- 2) The development of the discipline has multiple stages of perspective, but the driving force of the development attributes to the strong leadership and social development of the Communist Party of China.
- 3) Scientifically rigorous empirical studies are insufficient, and frontier researches are few. Research on the social service ability of the discipline needs to be strengthened. (Notes: in other words, the discipline is not fully combined with practical effects, or fewer researches on the integration of the two educations in terms of the paper.), and the research method is simple.

The author conducts further analysis of the research literatures on ideological and political discipline from 2016 to 2018 (or a total of 296 articles), and the result manifests that research on the discipline is more cutting-edged, specifically in that:

- 1) The current problems. The content and method of education are mainly based on one-way communication, two-way communication between teachers and students is lacking; curriculum setting; superficialization of theoretical knowledge teaching, integration of political theory teaching with actual development of real society is not sufficient; lack of professional team and technical support in new media and ideological and political education, the content is not rich, the form is rigid, affecting the mastery and intervention of sensation; lack of resource integration, affecting the quality and sustainability of ideological and political education; Zhuorui's survey shows that the ideological and political education in colleges has the problems of lagging behind the development of society, application of information network are not enough, interfered belief by social factors, and biased "three outlooks".

We can draw the conclusion from these problems that combinations exist between ideological and political education and innovation and entrepreneurship education in colleges. For example, such topics deserve deep research as social practice, theoretical proof, and so on.

- 2) Synergy and intersection of disciplines. Establish a synergetic pattern of data analysis, preventive intervention, all-round ideological and political education, and comprehensive disciplines by applying big data technology; and efficient education will be obtained with the integration of educational platforms of curriculum, culture, management, scientific research and so on.

These studies show that sound synergy and intersection of disciplines is effective in solving these problems of monotonous content, ambiguous subject, untargeted audience, and no obvious results in terms of education.

- 3) Orientation of disciplines. With regard to the cultivation of talents in the ideological and political education system, the ideological and political discipline should be based on practice to enable students to be the ones with broad knowledge, life-long education, and high quality.

According to the literature researches of the ideological and political education of college students, we can conduct our double-creation education with the guidance of the basic theory of Marxism, reform and opening up and value education, legal belief, and the concept of happiness and ideological persuasion proposed by general secretary Xi Jinping, which also enrich the content of practical education of the ideological and political discipline, and the two bring out the best in each other.

2.3 Application of research methods

Different research methods have an important impact on the research results. The research literature of the author ceased in 2010, and the literature indicates that the research methods of ideological and political education are still under exploration and development. Researches of methodology of applied disciplines, meta-theories, method diversity, and comprehensive quantitative research are obviously insufficient, and limit to experiential exchange and explanation.

The author retrieved the Chinese Social Science Citation Index (CSSCI) from 2011 to 2018, and there were 258 articles on the subject of "ideological and political education of college students" with only three of them conducted quantitative analysis, from which the conclusion can be drew

that the research methods of ideological and political education in colleges are still relatively simple. The three articles are the following: the hot topic and its evolution of the ideological and political education of college students*--Based on the visual analysis of the knowledge map of keyword co-occurrence in CNKI database from 2001 to 2016, the main channel function of ideological and political courses and its play --Based on the analysis of the survey data of the ideological and political education of college students in 2014, the application research of big data thinking in the ideological and political education of college students.

2.4 Other research topics

After reviewing the literature by CSSCI and sorting out them to Table 1, the author analyzes the trend of the number of literatures of the integration of the two educations in Figure 2, and sorts out Table 2 (118 articles in total). According to the actual content of the research, the author summarizes the research subjects as countermeasures, orientation of double-creation, orientation of ideological and political education, collaborative education, (two educations) relationships, status quo, and others.

Table 2 Distribution of research topics of the integration of two educations (% round to integer)

YRAE ^①	TOT AL ^②	COUNTERME ASURE ^③	ORIENTATION OF TWO-ORIENTATION ^④	ORIENTATION OF IDEOLOGICAL AND POLITICAL EDUCATION ^⑤	COLLABORATIVE EDUCATION ^⑥	RELATION SHIP ^⑦	STATUS QUO ^⑧	OTHE RS ^⑨
2016 ^①	14 ^②	1 ^③	7 ^④	2 ^⑤	0 ^⑥	1 ^⑦	2 ^⑧	0 ^⑨
2017 ^①	44 ^②	20 ^③	8 ^④	6 ^⑤	2 ^⑥	2 ^⑦	1 ^⑧	6 ^⑨
2018 ^①	62 ^②	21 ^③	11 ^④	13 ^⑤	7 ^⑥	1 ^⑦	3 ^⑧	4 ^⑨
TOTAL ^①	118 ^②	42 ^③	26 ^④	21 ^⑤	9 ^⑥	4 ^⑦	6 ^⑧	10 ^⑨
PERCENT AGE ^①	100 ^②	36 ^③	22 ^④	18 ^⑤	8 ^⑥	3 ^⑦	5 ^⑧	8 ^⑨

In general, the main points of the literature contained in Table 2 are the following:

- 1) Explain the intrinsic link between the integration of the two educations. The goals and the natures of the two educations are consistent, that is, to cultivate high-quality double-creation talents.
- 2) Explore the value of enhancing the integration of the two educations. The first is to enhance the practical and guiding value of ideological and political education; the second is to enhance the social values of college students and the effectiveness of ideological and political education; the third is to provide a platform for the integration of theoretical and practical education for the integration of two educations.
- 3) Analyze specific integration methods. The first is to applicate the Internet and new media. The second is to conceptually regard ideological and political education as an extension of innovation and entrepreneurship education, and regard the latter as a practical platform for ideological and political education; the third is the lack of in-depth research and mature experience.
- 4) Research method is simple. Literatures using the scientific and normative method of quantitative statistics are relatively few.

By specifically analyze Table 2, we summarize that:

- 1) The main literature is concentrated in 2017 and 2018. It shows that the integration of the two educations has attracted the attention of many scholars in the past two years.
- 2) The research on the countermeasures of the integration is the main hot topic. The research literature on countermeasures of the integration accounts for 34% of the literature in Table 2, and the common view is that the concepts of the two educations should be unified to establish socialist core values to enhance the social value orientation of college students; the two educations should be linked to enhance the comprehensive quality of college students; practical platforms need to be created to enrich the effectiveness of the two educations; cultural atmosphere in colleges should be created to establish a reasonable ability evaluation system for college students; teaching staff should be established and motivated, and the two educations should run through courses, classrooms, and practical processes.
- 3) Orientation of ideological and political education. The main points are that: in the double-creation education, ideological and political education aims to cultivate the ideals and beliefs and awareness of social responsibility of college students, and enhance their self-awareness;

ideological and political education should extend the content of double-creation education, concretize and deepen ideological and political education, and innovate education forms to integrate with the double-creation education.

4) Orientation of double-creation education. The main points are that: double-creation education means not only the cultivation of employability of college students, but also the cultivation of the ideology and ability of serving the society. The ideological and political education based on double-creation education is to introduce the new carrier of ideological and political education, enrich the method of effective education, inherit and enlarge the spiritual incentive effect of ideological and political education.

5) Collaborative education. The main points are that: the value should be collaborative, the teaching content should be connected; the teaching method should be compatible; the practice path should be synergistic, so as to build a new model of integration of industry, study and research in the collaborative innovation of the double-creation education with the characteristic of consistency in education faculty, education platform and education mechanism(research on the collaborative teaching model of ideological and political education and innovation and entrepreneurship education).

6) Other. The main points of the research on the relationship between the double-creation education, the status quo, and other subjects are generally the same, so there will be no more explanation.

3. Innovation and entrepreneurship education

Innovation and entrepreneurship education has gradually attracted the attention of scholars since 2004. Since Li Keqiang, Prime Minister of China, explicitly put forward the concept of “mass entrepreneurship and innovation” in the Davos Forum in September 2014, the relevant research literature hence increased rapidly. The trend of change is shown in Figure 3.

3.1 Change in the number of literature

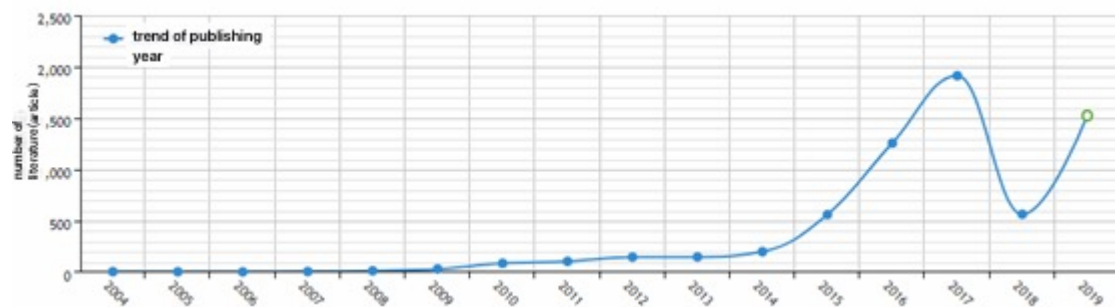


Figure 4 Number of literature on innovation and entrepreneurship education in China Knowledge Network from 2004 to 2018

Figure 4 shows that the literature on double-creation education in colleges has increased rapidly since 2014, the total amount of literature, however, has declined in 2018, while recently increased rapidly (2019).

3.2 Distribution of publishing time of literature on the integration of two educations

According to the distribution of the literature in Figure 3, there are 119 articles on the integration of the two educations, of which 47.90% published in 2018, 28.57% in 2017, 13.45% in 2016, and 5.04% in 2015 and 2014 respectively. It shows that research of the integration of the two educations is mainly concentrated in 2016-2018, with those published in 2018 being at the most. Although the total amount of literature on the two educations in 2018 reduced to the amount of 2015, the proportion of literature on the integration of the two educations is larger than that of the previous year with a 10% priority, which shows scholars have noticed that the effectiveness of the integration of the two educations is better than a single of ideological and political one or double-creation one.

3.3 Distribution of research topics of the integration of two educations

1) Countermeasures. The research topic in this retrieval is relatively concentrated, accounting for 26.5% of literatures on the integration of the two educations. The main points are that:

The teaching mechanism should be synchronized, the composite faculty team is needed, and the practice platform is also the inspection platform of ideological and political education achievements.

It can enhance college students' orientation of innovation and entrepreneurship values, confidence in ability, and career sustainability of college students.

The concept of education should be under mutual development, teaching atmosphere in colleges should be integrated, and practical platform with multiple modes should be built.

The integration of the two educations is an adaptation to the needs of social development, and it adds new power to the development of productive forces.

2) Existing problems. Various authorities are involved, leading to loose synergy in ideological and political education, for instance, the affair of innovation and entrepreneurship education is generally the responsibility of the academic affairs office; the management of competition projects (courses) is the responsibility of instructors in general colleges; the incubation of innovation and entrepreneurship projects is generally undertaken by the recruiting office or the innovation and entrepreneurship institute. With such decentralized management, the main body of ideological and political education is not clear, which is theoretically difficult to form a synergy for integrating the two educations.

3) Curriculum settings. The curriculum of innovation and entrepreneurship should be integrated into the concept of curriculum ideological and political education, establish a "comprehensive innovation and entrepreneurship" pattern, and form a curriculum system with consistent education goals, complementary education methods, and multi-dimensional effects (feelings of home and country, law-abiding, and team awareness).

In recent years, innovation and entrepreneurship education in China has undergone a period of rapid development. In particular, the integration of the two educations has attracted more attention and practice from universities and scholars, and the in-depth research funded by fund projects has gradually increased. But in-depth and systematic researches need to be strengthened.

4. Conclusion

Scholars have studied the status quo, methods (or strategies) of the integration of the two educations from different perspectives, and discussed the practical experience. The main points can be summarized as the following: the goals of two educations are the same, and mutual integration is conducive to establishing the socialist core values of college students, enhancing their comprehensive quality of innovation and entrepreneurship, and facilitating the double-creation ability of college students. At present, strengthening the integration of the two educations requires the renewal of the concept of educators and educatees, the strengthening of the teaching staff, the renewal of educational management concepts, the integration of practical platforms and the necessary incentive mechanisms.

Considering literature review and the author's practice, what can be highlighted about the integration of the two educations are that:

1) Professional education is the foundation. The foundation of the double-creation education is the professional education. It is necessary to create an atmosphere of learning basic theory and basic hands-on education, and avoid short-sighted concepts and behaviors lacking of long-term consideration.

2) The concept is the guarantee. Ideological and political education is not empty talk. It is necessary to combine the Party's educational policy and the essence of double-creation education, encourage college students to be positive, and to firmly establish their socialist core values; promote college students to combine personal development with social development, and establish long-term and correct career outlook that will guarantee clear head whether at school or in society.

3) Establish a good security mechanism. The integration of the two educations is a new topic. The education management department should establish a good guarantee mechanism to encourage teachers to actively devote, to promote students to be unbiased, and to enrich the practice platform, so that the integration of the two educations is not empty, and a new and effective educational situation can be seen.

4) In-depth research is needed. There is less literature on the integration of two educations. It is not only because of being a new thing, but also the difficulty of research. It requires a comprehensive research team to innovate in theory, practice, and method to obtain new insights and new results so as to solve the common problems of the integration of the two educations, namely, in the aspect of ideological and political education, the teaching method is spoon-feeding type, and the main contents of assessment are “views” and “principles”, so there is no specific practice and guidance on specific beliefs and goals; poor teaching effects, inaccurate orientation in double-creation education, biased student concept, and lack of excellent faculty.

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