

Construction of Evaluation Standards for Talent Cultivation with Combination of Innovation and Entrepreneurship Education and Professional Education in Applied Universities

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Keywords: applied university; innovation and entrepreneurship education; professional education; talent training

Abstract: Under the background of applied higher education reform, it is particularly urgent to achieve the close combination of professional talents and modern occupations, adjust professional training standards, clarify training objectives of talents, optimize talent training programs and effectively improve the quality of applied talent training. This paper combined some specific practices of professional reform to conduct in-depth analysis and discussion on the relationship between professional training standards and professional qualification standards in order to provide some reference for the reform of other related majors.

1. Introduction

With the development of social economy, China's higher education is about to undergo a revolutionary structural adjustment, and employment orientation will become the main theme of the reform and development of applied higher education. Many local undergraduate colleges will gradually transform and conduct employment-oriented modern applied science and technology education to achieve educational goals of cultivating senior engineers and senior scientific and technological talents[1]. The State Council executive meeting adopted the "Decision on Accelerating the Development of Modern Vocational Education" on February 26, 2014, and will build an employment-oriented modern applied vocational education system in China. In addition, with the guidance of China's innovation and entrepreneurship policy, colleges and universities should actively carry out the evaluation standards of talent cultivation with combination of innovation and entrepreneurship education, and professional education in applied universities, and improve the quality of compound talents to meet the needs of society for applied professionals. This will realize the innovation and entrepreneurship of contemporary college students[2].

2. Intrinsic Value Coupling between Innovation and Entrepreneurship Education, and Professional Education

In 2015, the state promulgated the "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities" (hereinafter referred to as "Implementation Opinions") and "Guiding Opinions on Guiding the Transformation of Some Local Undergraduate Universities to Applied Universities" (hereinafter referred to as "Guiding Opinions"). The aim is to guide some colleges and universities to seek a development model suitable for themselves according to the national innovation-driven development strategy, reorganize the talent training methods and processes around the talent demand in new normal, and promote the structural reform of China's higher education supply with innovative talent training mechanism. The ultimate goal of applied undergraduate education is that profession accomplishes career. The value orientation of innovation and entrepreneurship education is that innovation is committed to entrepreneurship. The intrinsic value of the two is closely coupled.

3. Talent Cultivation with Combination of Innovation and Entrepreneurship Education, and Professional Education in Applied Universities

Innovation and entrepreneurship education is a kind of practical education, which is in line with the construction of a high-level applied university and focuses on what students want. From the perspective of the history of global education development, innovation and entrepreneurship education has been hailed as the "third education passport", which has already prevailed in developed countries with great education and achieved practical results. From the perspective of education reform, innovation and entrepreneurship education is a breakthrough in higher education reform, and it is a comprehensive and innovative talent training model, which is of great value to the construction of local high-level applied universities. According to the practical principle of applied undergraduate education, applied undergraduate talent training focuses more on employment needs and advocates the principle of studying knowledge to apply it. In the new normal of economy, workers should have a certain spirit of innovation, entrepreneurial awareness, and innovation and entrepreneurship quality. Therefore, applied talents need to cultivate innovative and entrepreneurial capabilities[3]. At the same time, innovation and entrepreneurship education emphasizes that the practice enhances learning and it also has application-oriented attributes. "Learning enhances application" and "application enhances learning" highlights the core position of learning. "Learning enhances application" obviously has a certain passive component, but "application enhances learning" can stimulate students' interest in active learning to obtain good learning results.

The stage goal of cultivating students is to try out the training program for professional talents and adopt the "3 + 1" cooperative education model which combines production, education and research. In accordance with the training objectives and qualification requirements of innovative talents, colleges implement the talent education training program. It is carried out in two phases. The previous phase is the three-year teaching phase in the school, which includes general education and professional education. General education includes basic education in humanities and social sciences, basic education in natural science and technology, and corresponding practical teaching. Professional education includes teaching in the basic knowledge of disciplines, professional knowledge, professional frontier knowledge and corresponding practical teaching. The latter stage is a one-year internship training phase on campus and off campus. It is based on the on-campus and off-campus practice teaching bases, and mainly includes teaching and practical content in professional, vocational, and post-skills training to cultivate students' ability to apply professional skills. Based on the new talent-training program for the school-enterprise cooperation talent training model, we will establish an all-round and multi-level education and teaching management, quality monitoring and evaluation system. Colleges need to take the practice and hands-on ability training as the main line to form a multi-module curriculum system, including cultural quality course module, professional basic skills training module, and post basic ability and comprehensive ability training course module[4].

Combining innovation and entrepreneurship education with professional education in talent cultivation in applied universities, and doing a good job of coordination and unification of the two, we can realize the comprehensive improvement of knowledge and ability, and achieve comprehensive reform and optimization of teaching.

4. Evaluation Standards for Talent Cultivation with Combination of Innovation and Entrepreneurship Education, and Professional Education in Applied Universities

4.1 Five basic evaluation criteria.

Talents need to adhere to the leadership of the Communist Party of China, love the motherland and the people, have great ambitions for the prosperity of the nation and the country, and have a high sense of responsibility and mission for the country's agricultural modernization. They should have a good professional ethics, ideology and social morality. In addition, they should have good

quality of obeying the law, dedicating to the work, being honest and faithful, working hard and getting well along with others.

The professional skill quality evaluation standards include the basic professional theories and knowledge, professional investigation and analysis evaluation, basic training in design and scientific research, and basic skills in subject production and management.

Cultural quality requires the understanding of excellent traditional culture of the Chinese nation. They need to master some basic knowledge of literature, history, philosophy and art. Moreover, they need to have a good literary cultivation and aesthetic ability and a spirit of loving the cause and respecting science. In addition, they should master the basic methods of literature search and data query, have strong ability to acquire knowledge, process and analyze information, and have good professional quality and scientific research ability[5].

Physical and mental quality requires some basic knowledge of sports and military. They need to master the basic skills of scientific exercise, develop good physical exercise and hygiene habits, receive necessary military training, meet the national standards for college students' sports and military training, and have sound mentality and healthy body.

The scientific professional standards focus on the cultivation of ideological and moral quality, scientific theoretical knowledge, and instrumental knowledge. It emphasized the improvement of professional knowledge theory, applied skills, comprehensive ability and quality. They need to have basic knowledge in professional ethics, abide by professional codes, respect science and labor, love jobs and dedicate to work, protect ecology, obey the law, be honest and faithful, and contribute to society.

4.2 Innovative professional talent training requirements.

From the perspective of stakeholders, such as the state, society, universities, and students, promoting the transformation of local undergraduate colleges into applied type and strengthening innovation and entrepreneurship education are not only the strategic needs of the country and the actual needs of society, but also the inevitable law of higher education development, and active requirements for self-development of colleges and universities.. The "Implementation Opinions" and "Guiding Opinions" have all been promoted to national actions after the spontaneous reforms of some colleges and universities, and approval of competent educational authorities. They are all good ideas at the national level to solve structural contradictions between current university personnel training and social needs.

The implementation and deepening of innovation and entrepreneurship education shows that the cultivation of innovative talents is no longer a patent of a few colleges and universities. The cultivation of talents in universities emphasizes that application capability is the foundation and innovation capability is the key; employment is fundamental and entrepreneurship is to improve ability. It can be said that applied undergraduate education calls for innovation and entrepreneurship education, and innovation and entrepreneurship education also promotes applied undergraduate education. The transformation of local undergraduate colleges into applied type and the implementation of innovation and entrepreneurship education reform can promote and coordinate development[6]. As an indispensable part of the national innovation system, local undergraduate colleges and universities have changed to applied type. First of all, students are required to stand at the forefront of advanced technology applications to meet social needs. Secondly, they must be filled with the passion for innovation and entrepreneurship, and adapt to the needs of innovation and sustainable development. It can be said that the cultivation of innovative talents is the ultimate goal of its transformation and development. Innovation and entrepreneurship education is the teaching content of the development of colleges and universities in the world at this stage. It is regarded as an important part of teaching reform and training of entrepreneurial talents. It can effectively interact with applied undergraduate education, jointly promote the reform of supply side of higher education, and serve the national innovation and development strategy to promote local economic and social development.

Innovative professional talent education is not only an active requirement for higher education to

adapt to economic and social development, but also an urgent need for higher education reform. At the same time, it is a reform measures to change the long-standing undergraduate teaching in the past for in China, which pays more attention to theory and less attention to practice, and emphasizes on teaching not innovation. At present, the reasons for the structural contradictions between the talents cultivated by colleges and universities and the needs of the society are that the professional setting is too rigid, old and out of touch with the industry. The other reason is that the process of talent cultivation is normalized and stylized, which emphasizes structural integrity of the knowledge system and weakens the construction and cultivation of ability. The "Implementation Opinions" emphasizes that the education should be oriented to all people, classify teaching based on materials, combine majors and strengthen practice to promote the all-round development of all students and improve the quality of human capital; the essence of applied undergraduate education is to emphasize practice orientation, focus on ability training, and emphasize the integration of capabilities and knowledge. It focuses on the use of knowledge and the cultivation of ability. Its application-oriented features emphasize practice and innovation. Innovation and entrepreneurship education adheres to the problem-oriented principle and can complement the shortcomings in innovation.

5. Summary

Local undergraduate colleges take the application-oriented development path, which is different from traditional academic universities, and vocational and technical colleges. Local undergraduate colleges and universities strive to achieve the combination of academic and professional education. At the same time, local colleges must adhere to the positioning of local orientation and characteristic development. That means local undergraduate colleges need to re-examine and establish their school orientation and training objectives, and develop applied undergraduate education with the combination of academic orientation and market orientation. Based on the primary school-running idea of serving local region and industries, we need to cultivate applied and innovative talents that are suitable for the development of colleges and meet social needs.

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