

Problems and Countermeasures of College Examinations under the Concept of Innovation and Entrepreneurship Education

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Abstract: As an important link in the teaching process, examination is an indispensable teaching means to test the teaching effect of teachers and students' mastery of relevant knowledge and skills. How to evaluate students' achievements scientifically and reasonably and promote the improvement of students' innovation and entrepreneurship ability is an important task of college teaching reform. At present, the original examination methods can no longer meet the needs of cultivating high-quality innovative and entrepreneurial talents in colleges and universities. This paper discusses the problems existing in the current examination reform in colleges and universities, and puts forward the reform plans of examination method oriented by innovation and entrepreneurship, so as to facilitate the implementation of innovative education and cultivate students' innovative and entrepreneurial ability.

Introduction

Mass entrepreneurship and innovation are the objective requirements of the new economic normal. Innovation and entrepreneurship education is a kind of teaching concept that is emphasized and pushed by the current education circle. The so-called "innovation and entrepreneurship education" refers to the educational concept and educational model that takes cultivating students' innovative spirit, entrepreneurial consciousness and entrepreneurial ability as the basic value orientation. "Innovation education is the fundamental premise, entrepreneurship education is the basic goal, the core content is to cultivate professionalism and pioneering skills, in essence is the development and deepening of quality education thought. As an important part of the teaching process, examination is an indispensable teaching means to test the teaching effect of teachers and students' mastery of relevant knowledge and skills. Examination content and examination method directly affect what and how students learn. If this method is not applied properly, students will be trapped in the awkward situation of rote learning and passive learning, which is contrary to the original intention of current higher education, and the basic requirements of innovation and entrepreneurship education will not be realized[1-3]. How to evaluate students' achievements scientifically and reasonably and promote the improvement of students' innovation and entrepreneurship ability is an important task of college teaching reform. Original way of examination have been unable to adapt to the needs of cultivating innovative entrepreneurial talent in colleges and universities, it is necessary to explore the current college testing problems, thus put forward a more scientific and reasonable solution, through cultivating innovative talents oriented examination reform, further play to the peculiar to assess, inspection, guidance, feedback and incentives, and other functions, to improve students' autonomous learning, innovation, learning enthusiasm, promote the student individual talents and potential of the play, is of great significance for the cultivation of the innovative entrepreneurial talent.

The Problems Existing in the Current College Examination

Unclear understanding of test function and purpose. As an important part of teaching work, examination is not only an assessment of students' learning achievements, but also a test of teachers' teaching methods and forms. We should reflect on our teaching according to the results of examination, further improve our teaching methods and teaching quality. Examination is an important educational evaluation tool. It is not the goal, but a means to serve teaching. However, many colleges and universities currently have unclear test functions and goals, even seriously misinterpreted the evaluation function of the exam. Some teachers unilaterally believe that students should be given as simple questions as possible and give students a high score, and that will be good for teachers' teaching evaluation. On the other hand, many students simply think that they get a high score means they learnt well. As a result, there existed a very common phenomenon of "teachers teach for exams, students learn for test scores", and it cannot fully play the test function[4-6].

The teaching thought lacks innovation breakthrough, the examination form and the method are monotonous. Due to long-term exposure to the traditional education management system and operational mechanism, the influence of colleges and universities in the new teaching mode and teaching ideas are explored, but still can't completely break through the traditional mode, still take "teachers teaching, student records, test detection", ignoring for the students' innovative thinking and autonomous learning and the cultivation of practical ability. The evaluation index is single, most of the exams are focused on theory rather than practice, and are conducted at the end of each semester, and students' grades are mainly determined by their final exam scores. Although some schools of course assessment form as the "70% final + 30% grades", a 30% increase in subjective composition, but 30% of the part, most of the teachers is set

to "a class named + class assignments + positive", or for mandatory means of students in class, or to encourage reward means of listening to lectures, difficult to assume the task of cultivating creative entrepreneurial, become a mere formality. Plus 30% of the usual results proportion is too small, difficult to mobilize the enthusiasm of students. This old and rigid examination mechanism has a negative effect on talent cultivation and knowledge innovation, and hinders the cultivation of innovative talents in science and technology.

The examination orientation lays stress on theoretical knowledge, but lacks the evaluation of students' practical ability, especially their innovation ability. Based on the historical reasons of China's education mode, the dominant form of education in colleges and universities at present is still "exam-oriented education", which is reflected in the examination generally tends to assess students' mastery of knowledge, but ignores the examination of students' knowledge application ability. This kind of examination is easy to send the wrong information to the students and make them think that knowledge is the key to study. As long as the knowledge can be remembered well, there will be no problem in the examination. This causes students to study hard and memorize knowledge. Once the exam is over, the knowledge will be forgotten quickly and the exam will not play its role at all. In addition, students seldom consider developing their own advantages and specialties, improving their comprehensive quality, and making practice and innovation ability become the weak link of many students[7, 8].

Innovation and Entrepreneurship-Oriented Examination Reform Plan

Establish a correct view of the test, clarify the purpose of the test, and enrich the test content. We should update examination idea, establish scientific examination functional idea, and get rid of knowledge standard erroneous zone. College examination to downplay the test scores, the test should be both appraisal theory knowledge and outstanding practical ability, pay attention to inspect students' knowledge gradually from master degree to students' comprehensive ability, make every effort to undertake to the student comprehensive assessment, examination content should not be confined to a limited number of book knowledge, to extend to the students application ability and creative ability, and ability to solve practical problems, key features of the discipline, causes the student to study actively. At the same time for the students to convey the correct concept of examination, guide students to pay attention to the use of knowledge and improve their own quality, cultivate students to use what they have learned, independent thinking, innovation ability.

Strictly grasp the propositional link, strengthen the construction of the test question bank, and implement the separation of teaching and test. Proposition is an important link to ensure the quality of examination work, which should be fully valued by leaders of schools, secondary colleges and teaching and research offices at all levels. When the examination paper proposition question type must be diverse, the knowledge point coverage must be broad, the difficulty degree must pay attention to the distinction and the balance. Mechanical memory questions should not be too much, moderate increase flexibility thinking questions and application questions. The proposition of science and engineering should pay attention to examine students' ability of analyzing and solving problems and practical ability. The topic of literature and history should be reduced as far as possible and more case studies should be added to enable students to play, reflect their understanding of knowledge and reflect their ability to analyze and solve problems. Strengthen the construction of test question bank, establish the electronic question bank as soon as possible, carry out the separation of teaching and examination earnestly. Specific operation method is, under the leadership of the vice President of the competent teaching, the school administration office will be entirely responsible for, formulate relevant regulations, unified task, to organize the school (department) teaching and research section of classroom teachers and experienced teachers according to the syllabus and professional talent training scheme, formulate exam outline, establish the teaching and research section of electronic library. Various questions and its proportion in the question bank, item level and the degree of difficulty, always topic quantity and each topic quantity, distribution determined by discussion of teaching and research section, such as indicating the content of each topic covered by the point, from the chapter, the teaching material and the applicable professional, college (department) after the verification, office, electronic question bank, all schools by the office of personnel management. The question bank should reflect the latest teaching content in time. With the change of the society's demand for talents, the revision of talent training program and the replacement of teaching materials, the questions in the question bank should be modified and supplemented accordingly. Teachers who participate in the establishment and revision of the question bank cannot own the question bank, let alone reveal the questions. Before the examination, the teaching and research section discusses and determines the question type, question amount and score of each course, and matches the examination paper from the school question bank, which is uniformly printed by the academic affairs office. The establishment of the electronic test question bank prevents teachers from leaking questions before the examination and ensures the implementation of talent training programs in each semester, which can not only promote teaching but also promote learning.

Implement flexible and diverse examination methods to scientifically and reasonably assess students' comprehensive quality and innovative ability. According to the different characteristics of different courses, establish a diversified forms of examination, the reasonable design achievement evaluation system, combining the process assessment and summative assessment, the content of the examination should be determined according to the syllabus of the teaching goal as the basis, from the knowledge, understanding, application, analysis, comprehensive, and create topic and topic quantity is determined, change the way a single test, can use summative assessment methods including comparative economics, half open book, open book, exposition, curriculum design, literature review, essay, interview, The process assessment method can also be adopted, including individual work, group work, class discussion, thematic

debate, investigation report, operation performance and so on.

The closed book examination examines the candidates' ability of memorization, understanding and application, which is the examination of the candidates' various basic abilities and qualities. Half an open-book, an open-book exam paper has the characteristics of openness and reality, subjective topic of main parts, the material is very difficult to find the answer, students need to correctly understand the basic concepts, the integrated use of knowledge to solve practical problems, is a high-level overview of the content of study, students during the period of review, don't focus on rote learning knowledge, this way of examination can not only understand the basic knowledge of the students to grasp the situation, but also can exercise and improve the students' comprehensive analysis and innovation ability; Another example is that some subjects can be used on the computer test as far as possible to use on the computer test, on the computer test because of its own unique advantages, the teacher in the proposition questions more flexible, more comprehensive investigation of students; The oral test can test the students' response ability and strain ability, improve the students' psychological quality, and help to cultivate the students' language expression, logical thinking and communication ability. The topics discussed in class are arranged in advance, which can stimulate students' interest in learning actively and gain a sense of achievement. Thematic debate is beneficial to training students' ability of reverse thinking and divergent thinking. In addition, students can be assigned to understand the cutting-edge knowledge of subject research, and encouraged to write some summary papers on the forefront of the subject. Literature review, course design and survey report all need to consult a large number of materials, which is conducive to broadening students' horizons and scope of knowledge, and can assess students' ability to analyze with scientific theories. Published papers, to take the test, and so on, the relevant courses can be exempted.

All kinds of assessment methods have their own characteristics, teachers should choose the corresponding examination methods according to the examination objectives, students and the actual situation of the course, but also can combine the above methods reasonably, in order to achieve the best teaching effect.

The innovation and entrepreneurship training program shall be incorporated into the process assessment system. In the era of "innovation + entrepreneurship", the state strongly supports college graduates to start their own businesses. Schools should cultivate students' entrepreneurial consciousness, and let students boldly try their own ideas and put them into practice to realize their entrepreneurial dreams. First of all, in the process of teaching, build in real time to practice as the main body of innovative entrepreneurial platform, provide students with innovative undertaking garden, such as the establishment of curriculum interest group, the innovation development team, entrepreneurial experience, team, etc., and docking with the related enterprises in a timely manner, so that the students in the process of professional learning, can contact with the production process, understand and try to solve problems in production, form the consciousness of innovative undertaking and direction. Secondly, through the construction of practical training base, we can fully integrate innovation and entrepreneurship education resources, build a diversified system of innovation and entrepreneurship education, and promote the comprehensive improvement of students' practical ability. Finally, in the training process of innovation and entrepreneurship project, students' innovative achievements or the design of entrepreneurship plan are taken as assessment indicators to realize the organic combination of process assessment and innovation and entrepreneurship training. Students participate in teachers' project research and innovation and entrepreneurship competition projects, which are similar to hands-on practical teaching activities, enabling students to get professional practice through participation in scientific research, as well as improving their ability to analyze problems and innovate and create.

Conclusion

The examination reform is the key link of the teaching reform, the clear examination function and the utility and the existence question, the establishment scientific examination system, the reform examination mode and the method, is not only the way which the university trains the outstanding talented person, is also the effective measure which molds the innovative talented person. Examination reform as extremely important basic work for the education teaching reform, the reform effect is directly related to the overall effectiveness of teaching reform, and the quality of students, the success of the examination reform can not only cultivate adapted to the present stage of economic development of high-quality innovative talents, promote the construction of teaching and learning, school, and can promote the running level of colleges and universities and the overall strength of the school, the school's overall development on the path of a virtuous circle.

Exam reform is a long way to go, we need to step by step to explore, problems, problems to solve. While the current examination reform in colleges and universities is still in grope - practice - to grope for - the process of practice, but with the encouragement and support of national policy, the efforts of the university itself as well as many education experts and active participation in the first-line teachers, we have every reason to believe that China's overall level of colleges and universities will be on a higher level.

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