

# *Analysis on the Current Situation of Innovation and Entrepreneurship Education in Public Security Colleges and Countermeasures*

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**Abstract:** Under the background of the educational reform of “mass entrepreneurship and innovation” in colleges and universities across the country, the innovation and entrepreneurship education in public security colleges is slow in construction and insufficient in educational, which may be due to the cognitive bias of innovation and entrepreneurship education, the serious lack of attention, the weak construction of innovation and entrepreneurship practice platform for students in public security colleges, and the imperfect educational curriculum system in public security colleges. In view of this, in this paper, the current situation of the dual-career education in public security colleges is sorted out, the reasons for the lagging development are analyzed, and the countermeasures are put forward, namely, we need to attach importance to the concept of innovation and entrepreneurship education, give full play to the top-level design, integrate the school-running characteristics with innovation and entrepreneurship education, and explore the practical strategies of innovation and entrepreneurship education from the two dimensions of school-enterprise combination, innovation and entrepreneurship education and professional education integration.

## **1. Introduction**

In December, 2015, the Ministry of Education issued a notice requiring all colleges and universities to set up innovative and entrepreneurial education courses from 2016, which indicates that innovative and entrepreneurial education for all students will be fully rolled out in Chinese colleges and universities immediately. However, the overall innovation and entrepreneurship education has not achieved the expected results, so it is in an awkward position in the higher education system [1]. This is because offering innovative and entrepreneurial education courses to all college students is not the initiative choice and conscious behavior of domestic universities, but the promotion of a series of government policies. When universities are relatively passive, the actual effect of innovation and entrepreneurship education must be closely related to the scientificity and rationality of the innovation and entrepreneurship education policy formulated by the government. Public security colleges, as an important position of higher education, are naturally required to have their

place in the overall deployment of national “mass entrepreneurship and innovation” education. However, the relative certainty and stability in the employment export system of professional education in public security colleges have led to problems that need to be solved urgently, such as mechanical duplication of “mass entrepreneurship and innovation” educational idea, disconnection between professional education and “mass entrepreneurship and innovation” education, and lack of internal “mass entrepreneurship and innovation” motivation [2-5]. Therefore, it is necessary to re-examine the signifier and signified of “mass entrepreneurship and innovation” education in the context of academic education in public security colleges, and define the new “mass entrepreneurship and innovation” education concept of “starting a business” which means “the responsibility to be dedicated to work” and “innovating” which means “the power to strengthen one’s career”. Furthermore, the cognitive deviation of “mass entrepreneurship and innovation” education in public security colleges should be corrected, the teaching practice of public security major should be better guided, and innovative, compound and applied police talents with “professional responsibility” and “professional strength” should be cultivated.

## **2. Analysis of the Present Situation of Innovation and Entrepreneurship Education in Public Security Colleges**

### **2.1 Cognitive Deviation of “Mass Entrepreneurship and Innovation” Education in Public Security Colleges**

In the new era, colleges and universities in China constantly strengthen the ideological concepts of “all-round human development” and “humanism” in personnel training [6], and constantly promote the improvement of students’ comprehensive quality while respecting their individual development. But some people in public security colleges think that entrepreneurship and innovation are matters of other colleges and universities, and have nothing to do with them [7]. Entrepreneurship refers to starting from scratch, which can also be understood as the innovation of ideas and working methods based on the original work, so as to enhance one’s strength through innovation and play a greater role in the work. But, because the students as special training objects in public security colleges are almost fully employed after graduation, some college leaders don’t pay enough attention to innovation. A majority of teachers also think that innovative education is time-consuming, laborious and unnecessary. At the same time, some students have the inherent cognition of “reserve police officer”, pursue the goal of becoming a civil servant or a police officer, and have low interest in innovation and entrepreneurship [8]. Even some students not only have a low willingness to start their own businesses, but also despise those who dare to try to start their own businesses. Such cognitive deviation can't effectively stimulate students' enthusiasm and creativity in learning, let alone cultivate their innovative spirit, and naturally it can't comprehensively improve students' comprehensive quality, which obviously doesn't conform to the aim of cultivating innovative talents. It is true that “employment” is one of the inherent regulations of “mass entrepreneurship and innovation” education, but its lies in the genetic starting point of “it is better to teach a man to fish than to give him fish” [9], and in cultivating college students’ ideological innovation and consciousness innovation, rather than simple superposition and random separation. As far as public security colleges are concerned, the employment-oriented “mass entrepreneurship and innovation” education is putting the cart before the horse. The ultimate goal of public security colleges is to train the people’s police as the ruling tool of state power. The relative certainty and stability of the individual export employment of the people’s polices determine that the ultimate goal of “mass entrepreneurship and innovation” education in public security colleges is not employment, but the recognition of the political endowment of police professional loyalty, and the understanding that “entrepreneurship” is not only striving for survival, but also striving for a lifelong career. Furthermore, on this basis, it serves the people’s police cause

through active ideological innovation and consciousness innovation [10].

## **2.2 The Lack of Systematic Construction of Courses**

Courses, as the main way to cultivate talents, play an important role in higher education [11]. The innovative entrepreneurship education course is seriously out of balance with the professional courses, and the former accounts for a small proportion of the overall curriculum, which leads to its inability to achieve the same effect as professional education. In colleges and universities, innovation and entrepreneurship courses are mostly conducted in the form of elective courses which have narrow coverage, few students participating, more randomness compared with required courses, and less attention paid by students. Consequently, the innovation and entrepreneurship course can't be integrated with professional education, applied to concrete practice and formed into a systematic curriculum system.

First of all, public basic courses are insufficient in the current routine teaching. There are no basic courses except ideological and political courses and basic legal knowledge courses, and with a single type. Secondly, specialized courses account for a large proportion. Now, like ordinary colleges and universities, public security colleges pay more attention to theoretical knowledge teaching, while students in public security colleges not only need rich theoretical knowledge and professional knowledge, but also need to further broaden their knowledge. Thirdly, there are a few elective courses. Elective courses play an important guiding role in students' personality display and potential. However, at present, the setting of elective courses in public security colleges is typically based on and demonstrated by specialized courses, instead of setting them according to students' characteristics, which is not conducive to the expansion of students' knowledge and the full display of their personality. Fourthly, the vast majority of public security colleges are backward in practical teaching, lack of cooperation with practical departments, lack of corresponding venues, equipment, funds, etc., and have formalized practical courses and practical training.

## **2.3 Weak Construction of Talent Team of Mass Entrepreneurship and Innovation Teachers**

The epochal nature of innovation and entrepreneurship education determines that it needs to be combined with professional education in the process of implementation [12] because the combination of innovation and entrepreneurship education and traditional teaching methods can not only make innovation and entrepreneurship education to play its own advantages, but also make innovation and entrepreneurship education lost its essence. In the process of innovation and entrepreneurship education in colleges and universities, teachers are in a leading position, not only to impart knowledge of innovation and entrepreneurship, but also to accurately foresee various problems that may be encountered in actual combat, which requires teachers engaged in innovation and entrepreneurship education to have not only solid professional theoretical knowledge, but also rich practical experience. As a result, high-quality teaching staff is the key factor to realize the combination of the two [13]. Nowadays, the innovation and entrepreneurship education in colleges and universities of our country is mostly carried out by the teachers of this major, who cannot hold a candle to the professional teachers with innovation and entrepreneurship practical experience in both theory and practice, which leads to the fact that existing quality of teachers cannot meet the requirements of innovation and entrepreneurship education.

## **2.4 Lagging Construction of Innovation and Entrepreneurship Practice Platform**

Innovation and entrepreneurship education in colleges and universities aims at cultivating applied talents with high professional quality. Therefore, public security colleges need to provide students

with sufficient professional practice opportunities in innovation and entrepreneurship education, so that they can apply rich theoretical knowledge and professional ability of innovation and entrepreneurship in practice, thus tempering their professional ability. Now, some public security colleges have not implanted the practice platform in the innovation and entrepreneurship education [14], and some public security colleges that have established the innovation base have not fully played the practical role of combining Industry-University-Research. As a result, some students who are willing and have the idea of innovation and entrepreneurship have no practice opportunity and development platform, which restricts the development of students' innovation and entrepreneurship ability.

### **3. The Countermeasures of Innovation and Entrepreneurship Education Practice in Police Security Colleges**

The political mission of public security colleges and universities to cultivate the people's police determines that we must establish the starting point of the implementation path of “mass entrepreneurship and innovation” education in the “loyalty” identity of the people’s police career [15]. The certainty and stability of the “in-system” export of public security college students determine that we must extend the implementation path of “mass entrepreneurship and innovation” education. Only with “loyalty” to the cause of the people’s police can we give full play to the individual’s subjective initiative [16] and actively create a new cause of the people’s police. Only by extending “striving for survival” to “striving for a lifelong career” can individual intelligence be brought into play to create a career for the people’s police.

#### **3.1 Cultivating Innovative Ideas**

First of all, innovation is aimed at the concept of training educational talents in public security colleges. Leaders of public security colleges should attach great importance to it ideologically, fully recognize the importance of the education of cultivating innovative talents in the education of public security colleges, and infiltrate the thought of innovative education into all aspects and the whole process of college education. Leaders at all levels should seriously study the documents on innovation and entrepreneurship education, deeply understand the connotation of the documents, and fundamentally recognize the importance of innovation education in public security colleges and universities, so as to help students better fulfill their responsibilities for social and public security when they go to work in the future.

#### **3.2 Deep Integration of Professional Education and “Mass Entrepreneurship and Innovation” Education in Public Security Colleges**

“Entrepreneurship is a living state of people, and innovation is a development ability of people” is precisely the accurate interpretation of the connotation of “mass entrepreneurship and innovation” education in public security colleges, which is in line with our guiding concept of “striving for survival” being sublimated into “striving for a lifelong career”, that is, the police education mechanism of “post entrepreneurship” oriented by cultivating “managers with innovative consciousness and spirit in enterprises”. In a word, “post-entrepreneurship” means “improving work efficiency through innovative methods and improved ways”, that is, enhancing students’ interest in joining the police, firmly sticking to their profession, and then realizing “post-entrepreneurship” on the basis of employment within the system. To achieve this effect of “entrepreneurship”, it is necessary to take professional education as the breakthrough point, reform the talent training program as the starting point, construct the curriculum system of innovation and entrepreneurship education,

integrate internal and external resources of the school, explore the potential of industry cooperation in running schools, and promote the “mass entrepreneurship and innovation” education practice in public security colleges.

### **3.3 Cultivating an Innovative Talent Training Team**

To cultivate innovative talents, a professional innovative talents training team must be established to introduce some teachers with innovative vision and experience to bring the idea and practice of innovation and entrepreneurship into public security colleges. According to the actual situation, public security colleges should establish cooperative relations with off-campus innovation and entrepreneurship training institutions and entrepreneurship incubation bases, conduct joint training and guidance for students, and at the same time hire innovation and entrepreneurship practice experts to train and guide the innovative thinking and innovative ability of college teachers. The concept of innovation and entrepreneurship should be effectively combined with the training of public security professionals, and a full-time and part-time talent training team should be set up to really open up students' innovative thinking and make it play a role in future public security practice.

### **3.4 Integrating Internal and External Resources to Tap the Potential of Industry Collaboration in Running Schools**

In order to give full play to the advantages of opening schools, we should take the opportunity of “mass entrepreneurship and innovation” education practice in public security colleges, integrate the resources inside and outside the schools to tap the potential of industry cooperation in running schools. First, set up point-to-point cooperation bases between colleges and public security bureaus. The public security major of our college has set up two point-to-point cooperation bases with municipal public security departments and specialized public security agencies on the basis of the practice teaching bases of 14 municipalities directly under the provincial government. The vertical leadership of the college can realize the block connection at the same level at the same time, which saves the cost of program reporting and improves the utilization efficiency of the cooperation base between the school and the bureau.

Second, introduce business backbones to participate in the “mass entrepreneurship and innovation” practice. The whole process from the compilation of specialized teaching materials to the research and development of new courses, from the construction of typical case question bank to the construction of virtual teaching platform, from the construction of specialized experimental training rooms to the application of scientific research projects, involves the think tanks of public security actual combat units, so as to strengthen the awareness that actual combat is the first, and improve the “mass entrepreneurship and innovation” ability in the process of teachers’ education, teaching and students’ professional learning.

Third, broaden the off-campus cooperation and realize internal and external synchronous advancement. Cooperation between schools and bureaus does not exclude the cooperation between public security colleges. Communication among similar colleges is an important way for the innovation and development of public security education and an important supplement to cooperation between schools and bureaus. The cooperation between schools and bureaus should not only include the cooperation among public security colleges, but also extend its tentacles to two levels: one is the cooperation among various public security majors within the school; the other is the cooperation between public security colleges and social enterprises and institutions, which is also the traditional school-enterprise cooperation. As discussed above, one of the inevitable thrusts of “mass entrepreneurship and innovation” education in public security colleges is the product of social needs. Following the development of social economy, science and technology, a new round of policing

revolution represented by intelligent policing has begun to take shape. Under such circumstances, the practice of “mass entrepreneurship and innovation” education in public security colleges must break the inherent institutional barriers, professional barriers, and institutional barriers, and create a new mode of “mass entrepreneurship and innovation” education in public security colleges with resource sharing, complementary advantages, mutual benefit and collaborative innovation by constructing a multidimensional cooperation system outside the school, between schools, and within schools.

#### 4. Conclusions

Enhancing the innovation ability of students in public security colleges can not only improve the employment rate and employment level of public security colleges, but also improve the innovation ability of the overall public security work in China and revitalize the public security cause in China. Therefore, the students of public security colleges should actively participate in innovative and entrepreneurial activities and improve their comprehensive ability, so that they can truly become qualified police reserve talents and make contributions to the long-term stability of the country.

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