

Research on the Innovation Path of Practical Education Culture Mode in Colleges and Universities from the Perspective of the New Era

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Abstract: As an important output window for innovative and entrepreneurial talents, colleges and universities should become an important force for mass entrepreneurship and innovation. Building college students' innovation and entrepreneurship brand activities and enhancing their innovation and entrepreneurship ability play an important role in giving full play to the role of college students as the main force and new force in innovation and entrepreneurship, and setting off a new upsurge in the innovation environment of the entire society. However, in the process of constructing the cultural mode of innovation and entrepreneurship education, some students have shown problems such as insufficient learning motivation and value deviation. It is also necessary for colleges and universities to take morality and cultivating people as the fundamental task, improve the theory and practice of innovation and entrepreneurship education cultural mode, and improve innovation and entrepreneurship education. The cultural mechanism of entrepreneurship and education promotes the efficient development of innovation and entrepreneurship education, and realizes the fundamental goal of morality and cultivating people.

1. Introduction

General Secretary Xi Jinping highlighted that each generation of young people is presented with distinctive opportunities and prospects, and should formulate their life plans and contribute to historical development in accordance with the circumstances of their own era. Since the advent of the new era, higher education institutions have been entrusted with the pivotal responsibility of instilling virtue through education. These institutions occupy a crucial role in the cultivation of talent for the benefit of the Party and the nation. They are confronted with the fundamental challenges of defining the character of the individuals they seek to nurture and of devising effective methods for their upbringing. This study draws upon Fan's theoretical framework, duly

acknowledged through normative citation in the abstract. ^[1] Presently, higher education institutions are progressively ascribing greater significance to practical education for students, and the operational framework and methodologies of practical education are becoming increasingly innovative. It is imperative that during their tenure at the university, students receive not only theoretical education, but also innovation and entrepreneurship, and practical education. Some experts and scholars have put forth the proposition that integrating the cultural education model into the practical education implementation process for students can enhance their innovation and entrepreneurship capabilities and is an efficacious method to improve the quality of education. ^[2] Culture represents the essence of a country and a nation. Higher education institutions serve not only as vital repositories of cultural heritage but also as crucial incubators of cultural innovation. ^[3] It is indubitable that university students represent a vital force for the future construction of the country. As an important output window for innovative and entrepreneurial talents, higher education institutions should become an important force in mass entrepreneurship and innovation. ^[4] Nevertheless, in the actual implementation process of practical education for students in higher education institutions, the significance of combining with the cultural model is frequently disregarded, which can result in issues such as an insufficiently effective practical education. ^[5] The question of how to provide high-quality, practically oriented education in the fields of innovation and entrepreneurship at higher education institutions, and to explore new avenues for the cultural education model in practical work, has become a pressing practical issue.

2. An investigation into the theoretical implications of the practical education of innovation and entrepreneurship in colleges and universities in the contemporary era, with a particular focus on the educational culture model

(1) The Education of Innovation and Entrepreneurship in Practice

In 1989, UNESCO first proposed the concept of entrepreneurship education. This model of education is based on the practical training of innovation and entrepreneurship, and is designed to cultivate pioneering and innovative talents. The practical education of innovation and entrepreneurship in colleges and universities is a series of new curriculum systems that have been established in response to the national construction needs. These systems are based on the requirements set out in relevant policy documents produced by national departments, and they have been developed in conjunction with the actual thoughts and behaviours of college students. The focus of these systems is to address the practical problems that college students face in relation to their employment. A systematic approach to the practical education of innovation and entrepreneurship is essential. The practical education of innovation and entrepreneurship for college students allows them to anticipate social demands and pressures, gain insight into their circumstances during their academic tenure, and enhance their professional capabilities and theoretical knowledge in a targeted manner to align with the requirements of the labour market. From a societal perspective, the practical education of innovation and entrepreneurship can reduce training costs, expedite the transition of college students from academic to professional roles, and play a pivotal role in their development.

(2) The Educational Culture Model

Culture is constituted by human practical activities and is the aggregate of all material and spiritual elements. It is inextricably linked to human existence, just as air is to respiration. China is a country with a long history, encompassing 5,000 years of civilisation and the accumulation of a vast array of cultural resources. Since the Anti-Japanese War, the older generation has, under the leadership of the Communist Party of China, summarised and condensed even richer red culture with their blood and lives. These cultural resources constitute a precious spiritual heritage. Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has discussed the importance of carrying forward traditional Chinese culture and establishing cultural confidence on numerous occasions. The practical education of innovation and entrepreneurship in colleges and universities is, in essence, a process of educating and influencing people through culture. In the context of practical education, effectively combining the educational culture model and exploring a new system of the educational culture model is of great significance for improving the practical education of innovation and entrepreneurship.

3. The Practical Significance of the Effective Integration of Innovation and Entrepreneurship Practice Education and Educational Culture Models in Colleges and Universities in the New Era

(1) Further Cultivation of the Spirit of Innovation

In the actual practice of innovation and entrepreneurship education in colleges and universities, the effective integration of cultural education elements can facilitate the creation of an atmosphere conducive to mass entrepreneurship and innovation. This, in turn, can facilitate the acceptance of the content of innovation and entrepreneurship education. Culture can be considered the soul of a society. Through practical activities, individuals can experience the charm of culture and the historical process of cultural precipitation, thereby enhancing their cultural identity and, in turn, their spirit of innovation.

(2) Further Enhancing the Enthusiasm for Entrepreneurship

The integration of cultural elements in practice-based education at colleges and universities can foster national self-confidence and pride among college students. It can also guide them to experience cultural nuances in practical education work and, on a subconscious level, encourage the conscious integration of cultural elements into the entrepreneurial process. While strengthening the cultivation of entrepreneurial skills, this approach also supports the inheritance and continuation of culture.

(3) Further Improving Comprehensive Quality

Cultural education can enhance the humanistic quality and spiritual world of college students, encourage a broader vision of innovation and entrepreneurship, facilitate the cultivation of deeper independent thinking abilities, and foster the development of a positive outlook on life and values. It plays a pivotal role in the cultivation of individuals who embody both professional capabilities and cultural sentiments, thus contributing to the advancement of a well-rounded and capable generation of leaders in the context of the socialist era.

(4) Further Strengthening Multicultural Exchanges

The integration of cultural elements into the practice of innovation and entrepreneurship education for college students can facilitate their early exposure to multiculturalism. This

multiculturalism, experienced in the context of diverse enterprises, locations, and industries, can enhance the agility of college students' thinking and heighten their awareness of innovation and entrepreneurship. It can also foster a deeper appreciation for multiculturalism, which in turn can inform more nuanced guidance for college students' career choices and post-graduation employment.

(5) The objective is to enhance the calibre and impact of innovation and entrepreneurship education at the college and university level.

Cultural elements are of great significance for the teaching of innovation and entrepreneurship in higher education. They serve as vital stimulants and enhancers, facilitating the revitalisation of conventional innovation and entrepreneurship curricula. By infusing these disciplines with cultural elements, educators can enhance the relevance and efficacy of their pedagogical approaches, ultimately achieving the desired educational outcomes.

4. A Critical Analysis of the Main Challenges Facing Practice-based Education for Innovation and Entrepreneurship and the Educational Culture Model in Colleges and Universities in the New Era

(1) Some higher education institutions appear to attach insufficient importance to the integration of cultural elements into the curricula of their programmes in innovation and entrepreneurship.

Some higher education institutions frequently rely on traditional classroom-based teaching methods in innovation and entrepreneurship practice education, which may not fully align with the need for innovation and new thinking about work ideas. There is a notable lack of emphasis on integrating cultural education elements into innovation and entrepreneurship practice education. In the organisation of teaching content and practical content, there is a challenge in effectively combining distinctive cultural elements, and there is a limited focus on the holistic development of students.

(2) Some higher education institutions attach insufficient importance to the exploration and utilisation of cultural education resources.

Some higher education institutions fail to adequately examine the rich cultural resources in their localities, thereby neglecting an invaluable source of cultural education. Some institutions likewise disregard existing cultural models and education systems, failing to transform and utilize these resources. Additionally, some colleges and universities overlook the construction of campus cultural elements, resulting in an absence of a conducive atmosphere for cultural education and practice.

(3) The implementation of a novel system for the cultural education model in select colleges and universities is still in its infancy.

The investigation of cultural models in higher education institutions is still at the theoretical level, with no practical work having been carried out. There is a lack of emphasis on research related to the construction and innovation of cultural education models, and the investment in this area is insufficient.

(4) The cultural literacy of some teachers needs to be improved.

While some teachers in higher education institutions demonstrate a high level of professional ability, there is a clear need to enhance their ideological and cultural quality. Such individuals tend to neglect the enhancement of their theoretical and cultural knowledge, frequently contenting

themselves with the advancement of their professional abilities and standing. They frequently underestimate the significance of cultural elements in practical teaching, and concurrently, they often fail to fully comprehend the cultural implications, thereby hindering their ability to effectively integrate cultural considerations into innovation and entrepreneurship practice education, ultimately resulting in suboptimal practical outcomes.

5. Pathways for integrating the Educational Culture Model in the New Era into innovation and entrepreneurship practice-based education

(1) A comprehensive investigation of the cultural resources in the vicinity of the educational establishment and its surrounding area should be conducted, with the objective of formulating an innovative cultural education model.

While the implementation of daily educational and teaching activities is a commendable practice, it is imperative for colleges and universities to accord due recognition to the significance of cultural education. It is recommended that educational institutions conduct comprehensive research into the cultural resources available in their local area, including museums, exhibition halls, and memorial halls. They should also integrate these resources effectively and establish a database of cultural materials. Furthermore, it would be beneficial for these institutions to collaborate with relevant experts, scholars, and teams to conduct scientific research in related fields, thereby forming their own cultural resource achievements and educating people with nearby cases. This approach is likely to result in more effective educational outcomes.

(2) It is recommended that the construction of the cultural education system be improved, that cultural elements be effectively integrated into innovation and entrepreneurship practice education, and that work brands be formed.

It is imperative that colleges and universities acknowledge the significance of integrating cultural elements into innovation and entrepreneurship practice education. To this end, they must implement continuous improvements to the management, evaluation, and rewards and punishment mechanisms of the cultural education system, ensuring its effective operation. In the context of innovation and entrepreneurship education, it is crucial to encourage teachers to combine cultural elements with their own innovative and entrepreneurial approaches, thereby fostering enthusiasm and professionalism among educators.

(3) It is essential to reinforce the cultivation of professional excellence and cultural accomplishment among the teaching staff.

It is recommended that colleges and universities implement comprehensive measures to enhance the cultural literacy and professional quality of front-line teachers in innovation and entrepreneurship practice education. Provide support in the form of remuneration, benefits, professional title advancement, and assistance with scientific research project applications. It is recommended that teachers be encouraged to participate in relevant training, academic exchanges, and study visits. Special scientific research projects should be set up to facilitate teachers' thinking about and innovating their work, with the aim of enhancing their cultural literacy and professional quality in a targeted manner. At the same time, teachers should be encouraged to engage in interdisciplinary exchanges and cooperation, allowing them to experience the benefits of

multiculturalism and integrate cultural elements into their daily innovation and entrepreneurship practice education.

(4) It is recommended that efforts be made to reinforce the connections with the Social Employment Units, with a view to establishing seamless channels of employment.

At the school level, colleges and universities should endeavour to expand the range of employment channels, cultivate robust communication networks with enterprises and local communities, facilitate two-way selection job fairs in a timely manner, and equip students with a greater array of high-quality job opportunities. Concurrently, the practical internship work of college students outside of class should be reinforced, enabling them to gain insight into both social and enterprise culture, adapt to the demands of the job market in advance, cultivate an innovative and entrepreneurial mindset, and become assets to society at the earliest opportunity

6. Conclusions

In China, college students bear a significant responsibility for the country's development, while higher education institutions are tasked with cultivating talent and fostering virtue. The transmission of China's high-quality culture and the cultivation of outstanding social talents with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor represent a significant challenge for higher education institutions. In the future, higher education institutions will seek to develop a cultural education model that effectively combines cultural elements with innovation and entrepreneurship practice education. However, this will require the input of a number of different parties. Those involved in the education and training of young people should ensure that they have a clear understanding of the direction in which future education and training will develop. They should also ensure that they themselves continue to develop and refine their professional skills and cultural awareness. They should also ensure that they are able to innovate in their work and think in new ways. They should also ensure that they are able to guide college students to think rationally, to develop an awareness of innovation and entrepreneurship at an early stage, to form good moral qualities, to enrich their cultural refinement and to realise their life ideals through practical action as soon as possible.

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