

Research on Innovation and Entrepreneurship Education from the Perspective of Pedagogy

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Abstract: The rise of entrepreneurship education for college students has directly led to the increase of college students' employment pressure. Chinese higher education has always been "elite education" in the period of planned economy, and its enrollment rate is merely 5% to 6%. With the advent of the knowledge economy, the employment pressure of college graduates is increasing due to the change of colleges and universities from "elite education" to "popularization".

1. Preface

With the popularization of higher education in our country, colleges and universities are faced with more and more problems, especially the employment problem of college students. Entrepreneurship education is a mode of thinking which transforms vocational education and it makes college students not just job applicants any longer, but job creators. Entrepreneurship education with the purpose of creating employment and creating employment opportunities is the inevitable choice to realize the popularization of higher education.

2. The Main Problems Faced by College Students' Entrepreneurship Education

The fundamental value of entrepreneurship education is to cultivate the spirit of entrepreneurship, cooperation, entrepreneurship, cooperation, integrity, and risk taking as well as the entrepreneurship and entrepreneurial competence of exploring their careers so as to play a radiating role for the construction of entrepreneurial culture in the whole society. However, in practical work, many university leaders, including teachers and students, have some misunderstandings and confusions about the purpose and practical concept of entrepreneur education. Some people hold the view that entrepreneurship education only aims to cultivate the students' enterprising spirit. Some people think that there is no way out for college students to start a business, and the employment rate of the school is high, therefore, there is no need for entrepreneurship education. Some teachers believe that entrepreneurship education is just to work as a petty dealer and they ignore the educational value of university. It is just a lack of comprehension of the purpose and concept of entrepreneurship education that some colleges and universities are indifferent to entrepreneurship education. As a result, the development of entrepreneurship education is hindered. At present, the entrepreneurship education of college students faces the following problems:

2.1 The Elitism of Objects

At present, the target orientation of entrepreneurship education in colleges and universities in my country is mainly aimed at all college students, nevertheless, quite a few educators and students do not think so. A great many people see entrepreneurship education as a kind of education for the tiny minority of students who have high creativity and high academic performance, which is difficult for the majority of students to accept. However, entrepreneurship training is now being conducted at universities in many places, but because entrepreneurship education is insufficient, entrepreneurship education is only for a few students. Entrepreneurship education in Chinese colleges and universities was full of elite color from the starting of the "Entrepreneurship Plan" competition.

Entrepreneurship education takes into account the excellent performance of some people. Large and small “innovation labs”, “student entrepreneurship clubs”, “science and technology innovation centers”, etc. all belong to elite organizations, and the vast majority of students can only stand on the side as “onlookers”. This one-sided cognition and status quo also killed the entrepreneurial enthusiasm of most college students. ^[1]

2.2 Single Content

Our educational mission is to carry out entrepreneurship education for all majors and all students. The commonality also contains individuality. Under the common goal of entrepreneurship education, there are discrepancies in particularity and individual characteristics of practice objects. That brings about the differences in need hierarchy, goal orientation, and educational foundation of entrepreneurship education for college students, which is an objective and realistic problem. At present, the entrepreneurship education of college students is in the primary stage, and the entrepreneurship education of college students has a certain degree of deficiencies in the aspect of quantity and quality, and it is difficult to adapt to the general and individual needs of college students. In the process of entrepreneurship education, we should adopt different requirements of goals and activities, in accordance with students’ professional characteristic and individual characteristic, so as to achieve the purpose of entrepreneurship education. Simple and rigid education methods and teaching contents can only make entrepreneurship education become a form. Only by fully stimulating their initiative and making them enjoy it, can they bring out the best educational function.

2.3 Fragmentation of the Form

At present, entrepreneurship education for college students has not yet been accommodated into the formal teaching system of the school. Entrepreneurship education is only carried out sporadically, lacking integration, limited to certain fields, and lacking popularization. At present, the main approaches to implementing the startup project are limited to the competitions of startup project and policy support, and lacking practice in curriculum, entrepreneurship education, etc. There is a big disconnection between entrepreneurship education and current vocational education, lacking effective integration. It also has little effect on infiltrating entrepreneurship education into vocational education. Combining entrepreneurship education and vocational education is an important content of current college students’ entrepreneurship education. Shen Jie, an associate researcher as well as Doctor of sociology at the Institute of Sociology, Chinese Academy of Social Sciences, believes that entrepreneurship education of college students should not only start from popularization, but also make it standardized and institutionalized. Because of the low awareness of entrepreneurs in China and the weak atmosphere of entrepreneurship education, it will take a long time to form an organically integrated entrepreneurial education model.

2.4 Lack of Teaching Platform and Teachers

At present, the entrepreneurship of college students in our country is still in its infancy, and there are few successful cases. However, the survey results demonstrate that the majority of college students have a positive attitude towards entrepreneurship with strong entrepreneurial spirit and enthusiasm. It can be seen from this point that colleges and universities are in urgent need of support in the cultivation of entrepreneurship ability, activities of entrepreneurship practice, and the training of entrepreneurship knowledge. At present, what college students most expect is to strengthen college students’ cultivation of entrepreneurship ability, activities of entrepreneurship practice, and the training of entrepreneurship knowledge, and this is also the scarcity of the university in the cultivation of entrepreneurship ability. Entrepreneurship education does not occupy a place in the overall teaching system of school, and the school does not put entrepreneurship education on the daily agenda. It shows that entrepreneurship education in Chinese universities is still weak and the popularity of entrepreneurship education is low.

3. Feasible approach of General Entrepreneurship education at University in popular higher education

3.1 Popularize the Basic Knowledge of Entrepreneurship Education

It needs to popularize the basic courses of entrepreneurship in universities and improve the entrepreneurial ability of college students thoroughly; take entrepreneurship education as the main line of quality education, and constantly create a culture and atmosphere which guides, encourages and supports entrepreneurship. Transform from subject teaching to interdisciplinary and compound holistic knowledge. Cultivate more talents.

3.2 Advocating Integrated Teaching and Innovative Education

In the practice of innovative education and teaching, it is generally recognized that the conduction of innovative education should be completed by counselors with higher professional quality, but it is difficult for most people to do this. By promoting the creative teaching of subject curriculum, it can reverse people's misunderstandings about innovative education, and it is beneficial to guide more teachers to participate in innovative education. Innovative education is not "creative" education in the conventional sense. The comprehensive model of innovative subject curriculum believes that subject curriculum is the basic activity of school education, and its essence is to cultivate students' innovative consciousness based on the inheritance of knowledge. The innovative education of subject curriculum aims to make full use of the connotation of technological innovation and cultivate students' innovative thinking in the course of the curriculum. It is an important part of innovative education and training. As a result, in the teaching of subject curriculum, every teacher should apply innovative teaching methods to practice. The goal of innovative education in university is the teaching which is all-round, extensive, and creative with all teachers' participation.

3.3 Implementing Entrepreneurship Education through the Practice Activities of Second Classroom.

We can carry out various forms of entrepreneurial extracurricular activities, so as to provide entrepreneurial support to some students and provide a good entrepreneurial environment and atmosphere. We can integrate electronic circuit design, programming, mathematical modeling, robot design, integrated circuit design, entrepreneurship creation competition, etc. to improve the creativity, innovation and engineering practicability of competition activities. Furthermore, more entrepreneurship competitions, entrepreneurship forums, speeches, etc. should be held to cultivate the enterprising spirit of more college students. ^[2]

3.4 Building a Team of Creative Teachers and Become "Talent Scout" Teachers

The value of quality and outcomes of university education is determined by teachers in the final analysis. We need a faculty who have innovation and entrepreneurship to cultivate entrepreneurial talents. Teachers who have good innovative spirit can cultivate talents with thinking and research ability, and make students take risks, explore bravely, break the stereotypes of old rules and engage in creative research learning. Without a certain number of innovative teachers, we can by no means cultivate students with independent, innovative and entrepreneurial personality traits. We should strengthen the selection and training of entrepreneurial talents. Entrepreneurship education can't be separated from high-quality teachers, so we should select and cultivate excellent entrepreneurial talents from excellent entrepreneurial talents. On the one hand, we should increase the professional training of entrepreneurial teachers, carry out the incentive mechanism of "promote in time", encourage in-service teachers to take part-time jobs on the front line of entrepreneurship, or arrange young teachers with potential to directly participate in entrepreneurial activities. On the other hand, we can hire some successful entrepreneurs, technical innovation experts to do part-time work in the entrepreneurship base to expand the teacher resource of entrepreneurship education. Meanwhile, it is necessary to actively carry out various forms of entrepreneurial practical activities, amplify academic exchanges, discussion and scientific research, and cultivate a large-scale and high-level

teaching staff of entrepreneurship education. [3]

3.5 Creating a Good Enterprise Cultural Atmosphere.

It is necessary to create a good enterprise cultural atmosphere in colleges and universities for vigorously developing entrepreneurial spirit and cultivating outstanding talents with entrepreneurial spirit. In history, a good enterprise culture environment has played an important role in the development of entrepreneurs. In an enterprise culture environment, if the entrepreneurial spirit and behavior of the enterprise can get the general encouragement and support of the society, the number of entrepreneurs will be more and more, and the chances of success are also getting higher and higher. In Chinese universities, we must promote the entrepreneurial spirit to the climax of creating prosperity, caring for each other and contributing to society from the view of society. Entrepreneurs in the new century have created a role model and hero image in the minds of students to promote the spread of enterprising spirit. Schools should vigorously propagate the deeds of successful entrepreneurs, especially stimulate their entrepreneurial spirit and desire through their entrepreneurial stories to make their entrepreneurial spirit stronger. At the same time, it is necessary to establish a series of entrepreneurial policies and systems to encourage the independent entrepreneurial spirit of college students, and set up a special enterprise management organization to provide them with all kinds of entrepreneurial support. Business is about taking risks, and once you take a risk, you lose. Universities should create a loose environment that advocates entrepreneurship, encourages risk-taking, and tolerates failure, so that college students have the courage to fail, do not fear failure, and have the courage to start a business. An American scholar once said that the most valuable treasure of American culture is the tolerance for failure and the love of adventure. [4]

3.6 Striving to Form a Campus Cultural Environment Conducive to Entrepreneurship

The implementation of entrepreneurship education is a systematic project. We must integrate all forces and coordinate all the parties, if we want it to be carried out successfully and efficiently. Because of social development level, social and cultural differences, incentive mechanisms, etc. of our country, students cannot obtain the support of finance and policy from the society when they implement entrepreneurship education and practice. First of all, it is necessary to strengthen the focus on leaders at all levels in the education system, and to form the mechanism of vertical leadership and coordination; outside the system, it is necessary to build close relationships among education, labor security, industry and commerce, mission organizations, business circles, funds and other departments, work together to provide support for the cultivation of entrepreneurial talents, and entrepreneurial practice. [5]

4. Conclusion

College students' entrepreneurship is a new direction of contemporary educational reform, and it is also an important way to promote the economic development, ease the employment pressure, and promote the education reform. The new era demands to cultivate innovative talents. Colleges and universities should conform to the trend of the times, update their concepts, and recognize the deep connotation of entrepreneurial talents from the environment of global economic and social development. In order to promote the entrepreneurship education of college students, we should carry out innovation and entrepreneurship education in the context of the popularization of higher education.

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