

# *Impression on Participating in the Practice of College Students' Innovation and Entrepreneurship Education*

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**Abstract**—In order to broaden the employment channels of college students, reduce employment pressure and enhance market vitality, they should strengthen their innovation and entrepreneurship education and cultivate a good entrepreneurial spirit. This paper mainly analyzes the main problems faced by innovation and entrepreneurship education in colleges and universities from the author's personal experience, and proposes corresponding improvement measures. So as to significantly mobilize students' learning initiative, stimulate students' professional interest in learning, so that students can apply theoretical knowledge to practice, improve students' hands-on practical ability and innovation and entrepreneurship, and improve students' employment competitiveness. At the same time, teachers are encouraged to update their teaching concepts, establish a sense of innovation, change traditional teaching models, optimize teaching methods, and improve teaching quality.

**Keywords**—Scientific Research Project; Innovative Ability; College Students; Teaching Reform

## I. INTRODUCTION

"Public entrepreneurship, national innovation" has become a development strategy at the national level in recent years. Innovation and entrepreneurship education and practice are important contents for cultivating students' spirit of innovation and entrepreneurial ability. Carrying out double-education requires colleges and universities to combine the actual and professional characteristics of the school, to take into account the specific conditions and development needs of students, and make full use of the advanced technical means of modern teaching to combine theory with practice to make the cognition and experience unified [1]. We continue to explore innovative and entrepreneurial education. According to setting up innovative and entrepreneurial education courses, we have changed the concept of employment for students, broadened employment channels, solved social employment problems, enhanced market vitality and promoted economic development. At present, this has already achieved a certain scale in innovation and entrepreneurship education, and it has achieved initial results.

Active practice is the key to cultivating students' ability to innovate. The cultivation of students' initiative ability and innovation ability can be realized by the effective way of competition. Taking the competition participation as the carrier, the content of the practice is tasked, the practice of competition project is carried out, and various tasks are completed in the form of participation in the competition [2]. For the purpose of student development, guided by advanced concepts, focusing on practical applications, emphasizing competition and teamwork, and cultivating students' active learning attitudes. In practice, teaching and learning promote each other. Students' independent learning and practice combine to play the main role of students and the leading role of teachers. Taking the competition as the carrier, the passive practice in the past has actively participated in the students. The teachers constantly guide and encourage the students, stimulate the students' enthusiasm for learning and active practice, and improve the learning effect.

Innovative entrepreneurial competitions at all levels are based on the combination of curriculum content. Through competition, to enhance students' ability to connect theory with practice, to train students' ability to work independently, discover and solve problems, to enhance students' interest in learning, and self-confidence.

## II. THE STATUS QUO OF INNOVATION AND ENTREPRENEURSHIP EDUCATION

In many developed countries, dual-creation education is highly valued and has developed to a certain scale. As early as 2005, more than 1,000 colleges and universities in the United States opened innovative and entrepreneurial courses, formed a relatively scientific and perfect dual-creation education system. However, in China, dual-creation education is relatively late compared to developed countries [3]. Nine colleges and universities headed by Tsinghua University were first identified by the Ministry of Education as the first pilot universities for the development of dual-innovation education. Later, Fudan University and other universities successively opened entrepreneurship courses, actively participated in various scientific and technological competitions at various levels, established their own entrepreneurial education model. Dual-creation education is still in its infancy in China, compared with developed countries, the gap is large. Under the

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background of "national innovation", college students' innovation and entrepreneurship education have become a new trend of modern education reform. All domestic universities are actively taking action, carry out the exploration and practice of students' dual-creation work in combination with their own reality.

### III. THE SPECIFIC CONTENT OF THE INNOVATION AND ENTREPRENEURSHIP EDUCATION REFORM WITH THE COMPETITION AS THE CARRIER

The dual-creation education of college students is a systematic project, which is highly correlated with the dual-creation curriculum system, competition, base construction, work team, scientific research work, campus culture construction and practice. Double creation education is one of the main channels for the current double-creation education for college students [4]. In the process of innovation and entrepreneurship education based on competition, the "teaching, training and competition" three-in-one education teaching mode was adopted in the practice process, and the "4 innovation" project was implemented. Linking the theoretical teaching link with the practice link of the dual-creation competition, according to the professional talent training goal, rationally setting up the training program, combining the competition content with the classroom teaching content, truly realizing the effective connection between the innovation and entrepreneurial competition and the regular teaching. Using competition as a platform to cultivate students' ability to innovate and entrepreneurial, improve students' employment competitiveness and the visibility and influence of the school [5]. The specific content includes:

(1) Taking competition as the carrier in the reform of innovation and entrepreneurship education. In the process of practice, the "teaching, training, and competition" three-in-one teaching and talent training mode is adopted, and the "4 creative integration" project is implemented to improve the quality of talent training.

(2) Form an interdisciplinary, interdisciplinary, and inter-year-level student innovation and entrepreneurship team and student studio, to promote students with innovative entrepreneurial ideas to communicate with each other, experience the market in advance, and stimulate entrepreneurship.

(3) Organize, encourage and guide students to actively participate in various types of double-creative competitions, and exercise students' practical ability and innovative entrepreneurial ability in competitions. To build a practical training platform for students' innovation and entrepreneurship, encourage students to combine professional skill competitions and scientific and technological innovation practices, to incubate the results of competitive projects with good prospects and competitiveness, and transform them into actual production applications.

(4) Establish a team of innovative and entrepreneurial instructors (including professional teachers in the school and enterprise experts in the enterprise), establish a "one-by-one" guidance mechanism with the student team and studio to provide specific guidance for them. Under the guidance of

instructors, students explore the path of innovation and entrepreneurship in the integration of production, learning and research.

(5) Vigorously promote students' innovation and entrepreneurship training program, to improve students' innovation and entrepreneurship literacy, and promote the integration of dual-creation education and scientific research projects implementation, platform construction, and scientific and technological achievements transformation.

(6) Strengthen cooperation with the government, enterprises and industries, and deep connect with local economic development zones, industrial parks, science and technology parks, high-tech industrial zones, etc., provide a good environment and platform support for students to start their own businesses, striving to create favorable conditions for helping students to inculcate and successfully realize the transformation of their entrepreneurial projects.

### IV. THE GOAL OF THE REFORM OF INNOVATION AND ENTREPRENEURSHIP EDUCATION WITH THE COMPETITION AS THE CARRIER AND THE PROBLEMS TO BE SOLVED

(1) Reform the mode of training innovative and entrepreneurial talents. The basic course of innovation and entrepreneurship is mainly to stimulate the entrepreneurial awareness of contemporary college students, broaden their horizons and cultivate the basic abilities of college students [6]. Everyone is special and has areas that they are good at or love, but some people have been unable to find them. Through teaching reform, some students may find their future development direction. Postgraduate study is not necessarily the best choice for everyone. Some people may have the potential to start a business, and the innovative entrepreneurship program gives college students a chance to practice. When formulating innovative and entrepreneurial talent training systems, colleges and universities need to cultivate students' scientific research and innovative thinking from entering the university. In the process of learning professional knowledge, they will integrate into the process of innovation and entrepreneurship, and constantly build a training model for innovation and entrepreneurship in line with the new era.

(2) Strengthen policy support for innovation and entrepreneurship education. Strengthening the team of innovative and entrepreneurial teachers; increasing the resources for innovation and entrepreneurship practice; encourage teachers to use the intra-campus network teaching exchange platform to establish internal innovation and entrepreneurship resources [7]. In addition to financial support, more attention should be paid to the improvement of teachers' professional level and scientific research level. Provide teachers with more opportunities for training and exchanges, participate in teaching seminars at home and abroad, and learn from others' advanced teaching methods. Cultivate a team of teachers with local characteristics, theory and practice in line with the school's orientation.

(3) Strengthen the design of innovative entrepreneurship courses. The course is conducted in a group-based manner.

This grouping method can help us to understand people from different colleges. In communication, we open a new door for students' thinking, so that students can see the world from another perspective, and it can also train their communication skills. At the same time, establish a practice base for innovation and entrepreneurship education, promote school-enterprise cooperation and the transformation of scientific research results, provide better practical opportunities for students to cultivate innovative and entrepreneurial capabilities, and promote enterprises to continuously innovate in organization, technology, management, strategy, etc., and quickly adapts to changes in the market environment.

#### V. THE ROLE AND APPLICATION PROSPECT OF INNOVATION AND ENTREPRENEURSHIP EDUCATION REFORM WITH COMPETITION AS CARRIER

The practice has proved that "innovation and entrepreneurship education based on competition" is more likely to stimulate students' professional learning interest, mobilize students' learning initiative, and enable students to combine theoretical knowledge with practice, to enhance students' hands-on practical ability and innovative entrepreneurship [8]. Improve students' employment competitiveness and overall quality. The innovation and entrepreneurship education reform with competition as the carrier will be tested in teaching, which can promote students to communicate with each other, experience the market in advance, and stimulate entrepreneurship. Organize students to participate in various types of innovation and entrepreneurship competitions, students' innovative and entrepreneurial ability will be greatly exercised in the competition. Exchange learning and display innovative entrepreneurial achievements through competitions, enhance students' employment competitiveness, and school's visibility and social influence. Promote teachers to update teaching concepts, establish a sense of innovation, change traditional teaching models, optimize teaching methods, and improve teaching quality. Strengthen the interaction between teachers and students in teaching, mobilize the enthusiasm of students, improve hands-on practical ability, and improve students' learning effects. Provide protection for the cultivation of innovative talents.

#### VI. CONCLUSION

Overall, innovation and entrepreneurship education needs continuous ameliorate and improvement. Contemporary college students should seize the opportunity, be brave in trying, advance with the times, and challenge themselves. Under the background of rapid economic development and rising technology, a talented person trained in traditional education in China has been unable to meet the requirements of rapid social development. Practice reform is the challenge faced by every college student. Innovation and entrepreneurship education is still in its infancy. Compared with developed countries, China's innovation and entrepreneurship is still far from sufficient, and it has not achieved full coverage to achieve true "Volkswagen

entrepreneurship and innovation". Colleges and universities should include the cultivation of innovation and entrepreneurship ability as the main goal of higher education, and pay sufficient attention to teaching management. At present, many schools have adopted the innovation and entrepreneurship curriculum as a compulsory course for college students. They can stimulate collective wisdom and help to propose innovative ideas. They provide opportunities for students to exert unlimited free associations and discussions, and encourage students to develop their hobbies and students. Cultivate students' curiosity and spirit of exploration, and dare to put forward their own views, dare to question, and constantly form a set of individualized habits in the process of exploration. Through group communication to broaden students' horizons, gradually cultivates the team members' sense of innovation, fully mobilize the subjective initiative of team members, so that students can actively learn and propose creative ideas. And through the multi-professional distribution and fusion, new ideas can be collided, and multidisciplinary integration is also applicable to the cultivation of innovative ability. The multi-disciplinary and inter-annual discussion of the group project effectively carried out brainstorming, expounded their own ideas, and jointly proposed suggestions for revision, which significantly improved the effectiveness of teaching. In the current context of the society's comprehensive demand for innovative talents, it is necessary to consider market demand, marketing strategy, product positioning, product R&D design, financial risk assessment and other aspects, and only multi-disciplinary and multi-disciplinary integration can better adapt to the needs of the society, so that the learning efficiency can be improved to a greater extent.

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