

Research on the Applied Higher Education Management Model under the Background of Mass Entrepreneurship and Innovation

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Abstract. It is said that the twenty-first century is the era of entrepreneurial economy. Definitely, entrepreneurship has become an important engine of economic development and served as an important carrier of technological innovation and social employment. Under the era background of mass innovation and entrepreneurship, the applied colleges and universities shoulder the important mission of cultivating talents with innovation and entrepreneurial consciousness. This paper explores applied universities' educational management and proposes the applied universities' management model improvement methods.

Introduction

In 2014 summer Davos forum's opening ceremony, Chinese Premier Li Keqiang delivered an important speech, pointing out that "The new situation of mass innovation will form as long as we strongly get rid of the individual and corporate bonds, China's development can usher in the new level." Then in 2015 two sessions' government work report, Premier Li Keqiang once again mentioned to mobilize the wisdom of hundreds of millions of people to usher in a new wave of innovation." Meanwhile, the wave of "Mass entrepreneurship and innovation" has swept across the country, which has become a new engine of economic development under the new situation".

Under this historical context, China Universities' applied educational management mode is facing new challenges and opportunities. Applied university is a new type of schooling for handling the issue of the blind pursuit of scale, unclear orientation, non-outstanding features and low social recognition existed in the process of rapid expansion of universities. Different from traditional research type, teaching research and teaching university type, applied universities emphasize on cultivation of high-quality talents adapting to serve the local economy and the local social development needs, requiring that students can apply the theory into practical work and support the development of local construction.

Present Situation of Applied Universities' Educational Management Mode

Educational Management Idea and Lagging Thought

At present, the concept of higher education management is also in line with the world with the advent of globalization. Although China's higher education system has been basically formed, it must say that education management idea and concept still seriously lag with regard to assume the due social responsibility. Some undergraduate colleges and universities are transferring towards the applied colleges and universities, which is still in the exploratory stage, has no clear ideas and no clear goals. In a fairly long period of time, there are still many problems in applied higher education management. For example, the education management system is not perfect, the education management system is rigid and hard to break, which directly affects the quality and effect of applied higher education management. The development of higher education management and the development of teachers and students are not coordinated. Higher education management emphasizes the teaching as the center, which evaluates students by achievement and performance and ignores students' personality and innovative consciousness. Single evaluation standard for teachers still focuses on the title evaluation as a measure to assess the quality of teachers, which

hinders the development of teachers. In the long term, it is difficult to give full play to teachers and students' sense of ownership and innovation. In this case, the potential of teachers and students can hardly been fully played, let alone the overall development. As a result, they can hardly adapt to the new needs of innovation and entrepreneurship.

Innovation and Entrepreneurship Teaching Resources

At present, the teaching staff of many applied colleges and universities is weak in capability. Many colleges and universities are not equipped with business related professional teachers, and teachers can hardly have deep teaching research in innovation and entrepreneurship. Many teachers are forced to teach related courses in order to complete the task of teaching, and do not play the subjective initiative and professional interest, who can hardly complete the teaching goal, thus seriously affecting the quality of teaching. They still lack quality localization materials, coupled with the fact that the existing teaching materials about innovation and entrepreneurship are designed mostly for the key institutions' undergraduate, which focuses on theoretical aspects. The teaching materials seem boring, whose frame structure is single and lack interest, which can hardly stimulate students interest and love in innovation and entrepreneurship. Moreover, some innovative entrepreneurship education institutions, special funds and supply of teaching venues are inadequate, which have seriously hindered the popularization and promotion of applied universities' innovation and entrepreneurship education. According to the spirit of the document issued by the Ministry of Education, major institutions accelerate the construction of innovation and entrepreneurship education system, thus basically all universities have set up the innovation and entrepreneurship courses, but the form is single, funds and the environment supply are inadequate, thus the effect of teaching has not reached the expected target.

Students' Innovation and Entrepreneurship Consciousness is Weak

From perspective of the current teaching situation, many students grow up in a single teaching environment and under the care of their parents, who have strong self-awareness and weak independent innovation consciousness, let alone entrepreneurial awareness. Under the severe employment pressure, many students still take the full credits and certificate passing as the main objective in school, which do not want to take the initiative to participate in social practice and don't take the time to contact the enterprise and society, thus lacking cognition for society and the enterprise, and lacking practice and practical ability training. A few students believe that innovation and entrepreneurship education is practice and employment behavior for minor college students, who can not truly understand the intrinsic value of the talent cultivation. Utilitarian value judgment has restricted many college students' vision, misleading them that the innovation and entrepreneurship education can bring immediate economic benefits, thus even students in innovation entrepreneurship education also don't seriously study and think, let alone seek the entrepreneurship training and promotion according to their own characteristics. All these seriously deviate from the education goal of applied universities, which seriously damages the quality of applied universities' educational management.

Improvement Strategy for the Applied Universities' Management Mode

Learning Advanced Educational Management Concept

We are witnessing a quiet revolution, which is centered on the concept update of educational management. Advanced education management concept should provide students with a relaxed learning atmosphere, which shall not regard students as the object of management, but service object. All in all, they shall respect students fundamentally. The way to treat students is no longer forcing and ordering, but the recommendations and supervision, which can realize truly equal communication. Although students make mistakes in their thinking and behavior, they should be given understanding and tolerance, but not blame and punishment. In terms of behavior, they shall not restrict students, but give them full freedom. Only in this way can students receive

administrator's orders and requirements from heart. Equal dialogue helps to break the traditional relationship between teachers and students, which can build a more harmonious and easier communication platform.

Many contents in the traditional educational management can restrict the students, which restrict the students' self-consciousness and self-management consciousness, thus limiting their innovation consciousness and ability. Those who have innovative thinking and entrepreneurial ability shall be respected and encouraged, turning from "forced obedience" to "conscious obeying".

Constructing and cultivating innovative and entrepreneurial teachers

Carrying out the ladder-type construction and cultivation of the innovation and entrepreneurship teaching staff. There are three steps: Firstly, cultivating innovation and Entrepreneurship Education pioneers (obtain Ph.D. in management and related disciplines), who shall not only have rich theoretical knowledge for innovation and entrepreneurship, but also have great achievements in the field of innovation and entrepreneurship. They can lead excellent young teachers for exploring the teaching and scientific research; Secondly, cultivating teachers having the innovative entrepreneurial experience. They should have rich experience and strong entrepreneurial spirit of innovation. Therefore, their own cases can affect students and stimulate students' awareness of innovation and entrepreneurship. Moreover, they can offer real teaching materials and resources for school education. (provide innovative business practice base, deliver speech, etc.). Thirdly, cultivating and reserving a number of innovative and entrepreneurial professional young teachers with interest and potential. Currently, few universities have implemented this. Although young teachers' theoretical knowledge and experience are weaker than the previous two, they are young and full of vitality, who can communicate with students more directly and more equally. They can also affect students and arouse students' awareness of innovation and entrepreneurship. The excellent young teachers can be the backbone of innovation and entrepreneurship professionals in the future.

Strengthen Students' Innovative and Entrepreneurship Ability

At present, it's quite worrying that many students do not have a strong sense of innovation and entrepreneurship. Instead of blaming and criticizing students, we should try our best to create conditions to speed up the cultivation of students' ability of innovation and entrepreneurship. We can provide second entrepreneurship class and gather students interested in this profession and have the idea to carry out rich and colorful entrepreneurial activities. It's imperative to encourage students to participate in it and strive to create a learning atmosphere for entrepreneurship education curriculum innovation. Expanding the practice platform of innovation and entrepreneurship education outside universities, so that students can intuitively understand entrepreneurs and their activities through entrepreneurial practice base. Actively carrying out innovation and entrepreneurship competition. Encouraging students with the entrepreneurial intention to participate in entrepreneurship competition to broaden their horizons in spare time and holidays, so that they can experience the real innovation's trigger and fun. If they can get the game rankings, their innovation and entrepreneurial spirit and consciousness will be greatly summoned, thus enhancing the cultivation of students' innovative ability.

Conclusion

Nowadays, the applied higher education management model still remains in the exploratory stage. The era of mass innovation and entrepreneurship has injected new vitality in the applied higher education management model, which however bring new challenges. The traditional education management mode has seriously hindered the development of application-oriented universities. Therefore, in the new situation, we must clarify the correct ideas, rectify concepts, be bold to innovate, so as to enable application-oriented university talent output to really serve the society.

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