

Research on the Reform and Development of College Students' Innovative Entrepreneurship Education in the Background of Transformation*

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Abstract—Innovative entrepreneurship education of colleges and universities in transformation and development is a hot topic in the field of higher education in China in recent years. Advancing the reform of innovative entrepreneurship education in colleges and universities and promoting graduates' employment and entrepreneurship is the only way to adapt to the strategic adjustment of China's current economic structure and achieve the goal of mass entrepreneurship and innovation. Based on the above trends, the transformation and development of innovative entrepreneurship education in China are facing several core issues: the scientific orientation of personnel training objectives of innovative entrepreneurship education, the construction of teaching staff, and service guarantee.

Keywords—transformation; innovative entrepreneurship education; reform and development

I. INTRODUCTION

After more than twenty years of development, innovative entrepreneurship education in colleges and universities has made some achievements from the initial simple imitation to the practical exploration guided by the government. However, in response to the country's strategic decision of promoting the transformation of universities into applied technology universities, during the period of transformation, the local colleges and universities encounters many problems in the development of innovative entrepreneurship education, such as the incomplete system construction, the lack of innovative consciousness, the relatively weak basic links of innovative entrepreneurship education, including curriculum, teachers, and practice and so on, and the low participation of society in innovative entrepreneurship education.

May 2015, The State Council promulgated the Implementation Opinion of the General Office of the State Council on Deepening the Reform of Innovative Entrepreneurship Education in Colleges and Universities (No. 36, 2015), which explicitly requires colleges and universities to start with the nine aspects of deepen the reforming of innovative and entrepreneurial education in an all-round way, perfecting the quality standard of personnel training,

innovating the mechanism of cultivating talents, and strengthening the innovative and entrepreneurial practice, so that we can strive to make breakthrough progress in 2017, gradually form the concept of innovative entrepreneurship education with Chinese characteristics, aiming for establishing a new system of innovation and entrepreneurship in higher education in China by 2020 to protect students' innovation and entrepreneurship education, and constantly cultivate high-quality new talents with innovation spirit, entrepreneurship consciousness and entrepreneurship ability.

In 2014, General Office of the Shaanxi Provincial Committee of the Chinese Communist Party and The General Office of the Shaanxi Provincial People's Government issued the "Pilot Work Plan (2014-2020) for the Transformation and development of Ordinary Undergraduate Colleges and Universities into Applied Technology Colleges and Universities". It requires to adopt the mode of "pilot promotion and demonstration guidance" to guide a batch of ordinary undergraduate colleges to transform into applied technology-type colleges, bring undergraduate vocational education into the important content of classified education reform, actively explore the effective way of transformation development, and accumulate successful experience of transformation development. All the above countries and local governments vigorously advocate to further promote innovation and entrepreneurship education in colleges and universities. How can we promote the reform and development of innovative entrepreneurship education in colleges and universities? This article mainly elaborates from the following several aspects:

II. THE CURRENT SITUATION OF INNOVATIVE ENTREPRENEURSHIP EDUCATION FOR COLLEGE STUDENTS IN CHINA

Innovative entrepreneurship education in Chinese colleges and universities began in 1998. After 18 years of development, innovative entrepreneurship education in colleges and universities has aroused the attention of the government. Both the central and local governments are actively advocating innovative entrepreneurship education and trying to create a good atmosphere for entrepreneurship. At the same time, most of the local colleges and universities

*Fund Project: Phased results of Xi'an University Student Innovation and Entrepreneurship Practice Platform Research of Xi'an Social Science Planning Fund Project 2016 "Internet +" (Project No. 16Y110).

are still in the exploratory stage, which is mainly reflected in the weak awareness of innovation and entrepreneurship, fewer number of entrepreneurs, less innovative components, separated entrepreneurial results and their own professional knowledge, and the lack of entrepreneurial requirements. However, some colleges and universities have formed innovative and entrepreneurial education model with certain influence: first is the "first and second classroom combination" model represented by Renmin University of China; second is the model of "promotion of professional entrepreneurship education institution" represented by Heilongjiang University and Beihang University; third is "integrated" model represented by Wuhan University and Fudan University. Comparatively speaking, a group of newly-built undergraduate colleges and private colleges started to carry out innovative entrepreneurial education in recent years. Although some achievements have been made in exploring the transformation and development of entrepreneurial education, there are still many problems, especially the lack of effective mechanism for students entrepreneurship in private colleges and universities made by governments at all levels.

III. MAIN CHALLENGES FACED BY INNOVATIVE ENTREPRENEURSHIP EDUCATION IN COLLEGES AND UNIVERSITIES

The innovative entrepreneurship education in colleges and universities in China started relatively late, but in recent years, it has developed relatively rapidly. Especially in the pattern construction, the idea discussion, and the talented person training plan, there is obvious promotion. However, the innovative entrepreneurship education in a batch of new undergraduate colleges and universities started later. Facing the policy of national innovation drive development strategy, although they are diligently training the innovation talented person, there are still some inadaptable places that faces some problems and challenges.

A. Challenges in Target Location

At present, many colleges and universities do not understand the entrepreneurship education in transformation and development, and the renewal of education concept lags behind the development of society and higher education. Under the policy of transformation and development of entrepreneurship education in local colleges and universities, and the inertia of traditional employment thinking, the innovation consciousness, entrepreneurial spirit and grasp of policy of local government are not paid enough attention.

B. Pattern Construction

The challenges of the transformation and development of entrepreneurship education in colleges and universities are as follows: First is the top-level design without system, imitating the foreign model of entrepreneurship education; second is the weak linkage of in-school and out-of-school education and to a certain extent, it is still in a relatively closed environment, without established effective mechanism for the cooperation of entrepreneurial education, production and learning.

C. Challenges to Professionalization

At present, the newly-built local colleges and universities of colleges and universities in China are facing three challenges in realizing the professionalization: one is the lack of discipline support; second is the lack of teachers; third is the puzzle of professional education teaching method.

IV. THE COUNTERMEASURES FOR THE TRANSFORMATION AND DEVELOPMENT OF ENTREPRENEURIAL EDUCATION IN COLLEGES

A. Establishing the Scientific Positioning of Entrepreneurship Education

Scientific positioning is to determine the orientation for the development of things, which is a fundamental issue. In recent years, colleges and universities that developed innovative and entrepreneurial education advocate cultivating students' entrepreneurial consciousness, entrepreneurial ability, entrepreneurial spirit and entrepreneurial knowledge, and integrating entrepreneurial education into quality-oriented education.

B. Positioning the Goal of Cultivating Talents

The core problem of talent training is what kind of school to run and what kind of people to cultivate. Eventually it is what kind of people to cultivate, so the talent training is the core issue of higher education. To cultivate innovative talents is to integrate innovative entrepreneurial education into the whole process of talent cultivation in colleges and universities by taking the law of the growth of innovative talents as the basic basis of entrepreneurial education, and taking cultivating innovative talents as the core objective to promote the entrepreneurial education in colleges and universities in the perspective of innovative talents cultivation.

C. Constructing Excellent Double-type Teachers Team

Entrepreneurship education is a new thing in Chinese colleges and universities. It is faced with enormous demands as well as many problems, such as the goal of talent cultivation, the orientation of innovative education, and double-type teachers, etc. The double-type teachers often have not only the academic background of entrepreneurship, but also the experience of practice. Many teachers end their study career from the school and step into the school work, so they have not started their own business, resulting in a serious shortage of innovative teachers. The school is the process of teaching and learning, and teaching is a very important link. Thus, the shortage of teachers has become a bottleneck restricting the development of entrepreneurial education in colleges and universities, especially newly-built private undergraduate colleges and independent colleges. In these respects, the construction of teaching staff of innovative entrepreneurship education has just begun in China. It is proposed to abolish traditional management methods for teachers, and examine teachers in terms of classroom teaching, research results, and entrepreneurial projects.

D. Providing Guarantee for Entrepreneurship Education Service

Guarantee for entrepreneurial service is the fundamental guarantee for the transformation and development of colleges and universities. The service guarantee projects include the school setting up an education entrepreneurship platform; providing information services through entrepreneurial platforms; encouraging students to actively participate in innovation and entrepreneurship competitions; conducting a series of innovative entrepreneurship seminars for university students; and exploring the construction of an entrepreneurial education system adapted to the school.

V. MAIN APPROACHES TO PROMOTING INNOVATION AND ENTREPRENEURSHIP EDUCATION IN COLLEGES AND UNIVERSITIES

A. Establishing a Cooperative Community for Transformation and Development of Innovation and Entrepreneurship Education

It is promoted to establish deep cooperation between schools and enterprises, such as teacher sharing, resource sharing, mutual support of technology and manpower.

B. Providing Funding System for the Transformation and Development of Innovative Entrepreneurship Education

Innovation and entrepreneurship education is highly practical, involves a wide range of projects, and has many types of projects, which needs sufficient funds to guarantee. It is far from enough to depend only on the school's funds, so it is necessary for schools to expand funds through various channels to provide funding for innovation and entrepreneurship education projects.

C. Establishing an Effective Mechanism for Innovation and Entrepreneurship Education

The School Innovation and Entrepreneurship Education Committee should be established to coordinate the work of Department of Student Affairs, the Academic Affairs Office, and the Office of Enrollment and Employment and we can also establish an innovation and entrepreneurship education platform, to hire investors and entrepreneurs to guide them.

D. Initiating Research on Innovation and Entrepreneurship Education

Carrying out entrepreneurship education research is the effective model of the quality guarantee system for innovation and entrepreneurship, carrying out academic research to summarize the training law, and gathering multidisciplinary experts to discuss the entrepreneurship education in private education in depth to ensure the quality of innovation and entrepreneurship education.

E. Strengthening the Construction of Double-type Teachers and Carrying out the "Teacher Plus" Activities

In the new stage of innovation and entrepreneurship education, one of the weakest links is the lack of double-type

teachers. It is recommended to rely on the existing innovation and entrepreneurship teachers and interdisciplinary teacher education mechanism to invite top-level creators as entrepreneurial mentors to guide students to participate in various innovations and entrepreneurial competitions, realize creative works, and provide support for the entrepreneurial team in many ways.

F. Vigorously Building Distinctive Innovation and Entrepreneurship Education Platform

For example, we can establish "Creating +", "X+ Lab", "X+ Maker Space", and "i-Center" to provide innovative entrepreneurial venues and management support for students and teachers and build a good ecology of innovation and entrepreneurship education.

VI. CONCLUSION

The innovation and entrepreneurship education in universities and colleges in China is still at the level of practice and theory. The phenomenon of separation with innovative entrepreneurship practice is common. Under the background of popular entrepreneurship and innovation, the universities and colleges in the period of transitional and development, are facing five core issues in entrepreneurship education: the integration of entrepreneurship education and professional education; the establishment of entrepreneurship education curriculum system; the guarantee mechanism of entrepreneurship education system; the cultivation of the teaching staff of entrepreneurship education; cultivation of college pioneering culture. It can be said that the above five issues constitute the unavoidable core of the theoretical research and practice development in the transformation process of college entrepreneurship education. It is based on this point of view that efforts are made to integrate innovation and entrepreneurship theory teaching with professional practice, so that innovation and entrepreneurship education transforms from focusing only on classroom to focusing on both the inside and outside of the classroom. The theory and practice go hand in hand to make students pay more attention to interest and personality training. It provides theoretical guidance for the construction of college students' innovation and entrepreneurship education system during the transformation and development period, which has important theoretical and practical significance for promoting the transformation and development of entrepreneurship education in newly-built colleges and universities.

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