

Original Paper

Research on Innovation and Entrepreneurship Education for College Students in Higher Vocational Colleges

Li Jing¹

¹ Wenzhou Polytechnic, Wenzhou, Zhejiang Province, China

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Abstract

Innovation and entrepreneurship is the overall requirement of the new normal of the national economy and the innovation-driven development strategy. It is known as the new engine of economic growth and has set off an upsurge of innovation and entrepreneurship in the whole society. All higher vocational colleges have followed the trend of development, and will implement the national decision and deployment, lay a solid foundation for mass entrepreneurship and innovation, and effectively enhance students' entrepreneurial awareness, innovation spirit and creativity as an important way to promote the reform and innovation of higher education and the characteristic development of vocational colleges. In view of this, based on the practical exploration of innovation and entrepreneurship in higher vocational colleges, it is beneficial for higher vocational colleges to provide continuous intellectual resources and talent support for the development of innovative countries by carefully sorting out the existing problems and deeply thinking about the future trend.

Keywords

higher vocational colleges, college student, Innovation and entrepreneurship education

1. Background of Improving the Quality of Innovation and Entrepreneurship Education in Higher Vocational Colleges

Under the background of “mass entrepreneurship and innovation”, higher vocational colleges should speed up the implementation of innovation and entrepreneurship education in combination with the development requirements of the new era, and strive to cultivate “mass entrepreneurship” talents. Influenced by the development of the times, higher vocational colleges should closely follow the pace of the new era, combine the training objectives and methods of college students' innovation and entrepreneurship education with China's development reality, explore the content and mode of innovation and entrepreneurship education that are suitable for the economic and social development of

the new era, vigorously improve the quality of innovation and entrepreneurship education, and strive to cultivate more outstanding talents with innovation and entrepreneurship spirit and ability for the new era.

1.1 Adapt to the Requirements of National Economic and Industrial Structure Adjustment for Talent Training in Higher Vocational Colleges

At present, China's national economy and industrial structure continue to be optimized, the pace of transformation and upgrading is accelerated, and innovation-driven development provides greater strategic opportunities for enterprises and individuals. Talents are the leading factor of international competitiveness. Under the background of the new economic normal, innovative talents play an irreplaceable role in promoting economic and social development. As a part of China's higher education, higher vocational education undertakes the important mission of cultivating qualified innovative and entrepreneurial talents for economic and social development. By strengthening the training of innovative and entrepreneurial talents, the training of innovative and entrepreneurial talents in higher vocational education has made positive progress. In order to further adapt to the demand of economic and social development for innovative and entrepreneurial talents, the innovative and entrepreneurial education in higher vocational colleges must actively adapt to the "innovation-driven development" strategy, serve the economic and social development of China, continuously improve the innovative thinking and entrepreneurial ability of college students, improve the quality of training, and cultivate talents who meet the requirements of the new era, have innovative and entrepreneurial ability, and have excellent professional skills, Provide intellectual and human support for China's economic and social development and scientific and technological progress.

1.2 Adapt to the Requirements of Higher Vocational College Reform on Talent Training Mode Reform

The National Education Conference clearly stated that "we should vigorously run vocational colleges and universities, adhere to the direction of market-oriented, service-oriented development and employment promotion, promote the integration of industry and education, school-enterprise cooperation, and cultivate more high-skilled talents". As the base for training vocational and technical talents, higher vocational colleges and universities should, in accordance with the requirements of the National Education Conference, build a talent training model for training highly skilled talents by building the joint participation of the government, schools, enterprises and students, fully respecting the role of students as the main body. Focusing on the adjustment of talent training mode in higher vocational colleges, vigorously implementing innovation and entrepreneurship education and effectively integrating innovation and entrepreneurship education into the talent training system in higher vocational colleges can open up new ideas and provide new ways for the realization of talent training objectives. Through carrying out high-quality innovation and entrepreneurship education, we can continuously improve students' innovation and entrepreneurship ability, meet students' vocational skills requirements for future development, and improve the quality of talent training. Therefore, improving the quality of innovation and entrepreneurship education is not only the drive of policy, but

also the internal demand of the reform and development of higher vocational colleges.

1.3 Requirements of Solving the Employment Problem to Improve the Employment Quality of Students in Higher Vocational Colleges

Economic and social development has constantly adjusted and upgraded the demand for vocational technology. With the development of information and intelligent equipment, the traditional production mode has undergone revolutionary changes. Intelligent production has replaced the traditional manual production mode. Most enterprises have an increasingly urgent demand for high-tech talents. The employment of students has always been an important issue in the development of higher vocational colleges, and it is imperative to improve the employment quality of students. Under the current situation of increasing technical requirements of enterprises for employees, if higher vocational colleges want to alleviate the employment pressure of students in the current economic transformation process and improve the quality of students' employment, they need to improve students' awareness and ability of innovation and entrepreneurship through high-quality innovation and entrepreneurship education, and cultivate innovative technical talents with innovation and entrepreneurship spirit to meet the needs of the current industrial structure. Let students have the ability to better adapt to changes in the employment environment, work adaptability and technical management ability in the process of continuous upgrading and transformation of the technological environment, so as to improve the quality of students' employment and realize their own value.

2. Problems in Innovation and Entrepreneurship Education in Higher Vocational Colleges

2.1 The Training Objectives of Innovation and Entrepreneurship Education Are not Clear

Compared with undergraduate education, higher vocational colleges should pay more attention to the innovative training of professional technical skills in the training objectives of innovation and entrepreneurship education. At present, some higher vocational colleges have insufficient understanding and depth of educational objectives. The first is to understand innovation and entrepreneurship education as cultivating college students' employment and entrepreneurship, allowing them to immediately start enterprises or incubate, without taking students' innovation and entrepreneurship as the training goal. The second is that innovation and entrepreneurship education is not integrated into the talent training system, but only the employment and entrepreneurship guidance courses are carried out before students graduate.

2.2 The Teaching Mode of Innovation and Entrepreneurship Education Is Rigid

According to the attributes of higher vocational colleges and the learning characteristics of students, higher vocational students are weaker in theoretical learning than undergraduate students. Higher vocational colleges should pay more attention to the proportion of practical education in the process of carrying out innovation and entrepreneurship education, so as to make the innovative practical operation ability in technical skills more advantageous. But at present, the teaching mode of innovation and entrepreneurship education in higher vocational colleges is relatively rigid, which is manifested as

follows: First, the curriculum is chaotic. The number of courses is limited and the coverage is not high; The curriculum model is single, and the innovation and entrepreneurship education curriculum is not integrated into the professional curriculum; Some entrepreneurship practice courses just deal with things, and the effect is not good. Second, the teaching method is outdated, students are unwilling to participate in it, lack of interaction between students and teachers, and lack of pertinence and effectiveness. Third, the development of teaching materials is backward, lacking authoritative teaching materials, and the quantity and quality of teaching materials need to be improved.

2.3 The Construction of Teachers in Innovation and Entrepreneurship Education Lags behind

The teaching staff of higher vocational colleges is more diversified and compatible than that of undergraduate colleges. The construction of the teaching staff of innovation and entrepreneurship education in higher vocational colleges is based on practice. The training and construction of “double-qualified” innovation and entrepreneurship teaching staff is a solid foundation to ensure the effectiveness of its education. However, there is a general lag in the construction of teaching staff. First, the composition and structure of teachers are unreasonable. The structure of innovation and entrepreneurship teachers in some vocational colleges is unreasonable, and there is a lack of full-time teachers, even some schools do not have full-time teachers, most teachers do not have relevant professional background, the structure of professional titles is unreasonable, and there is a lack of academic backbone. The second is the lack of teacher training system. Due to the lack of attention to innovation and entrepreneurship education, few relevant teacher training is arranged. Although some schools carry out training, regular training and rotation training are not formed. There are fewer seminars and exchanges, which seriously affect the improvement of teachers’ teaching level. Third, the system of teacher evaluation and reward is not perfect. Especially in the aspect of teachers’ performance assessment and professional title evaluation, the innovation and entrepreneurship education has not been fully considered, and no special reward project has been set up for the achievements, and the reward system is deficient, which has affected the enthusiasm of teachers to engage in innovation and entrepreneurship education.

3. Issues to Be Paid Attention to in the Evaluation of Innovation and Entrepreneurship Education in Higher Vocational Colleges

3.1 Correctly Handle the Four Relationships in Innovation and Entrepreneurship Education

First, the relationship between innovation education and entrepreneurship education. Innovation education and entrepreneurship education are mutually reinforcing, mutually reinforcing and dialectically unified. Innovation is the source of entrepreneurship, and innovation spirit and thinking are the basis of entrepreneurship. Without innovation, entrepreneurship is difficult to succeed; Entrepreneurship education is the way to realize innovation education, the deepening and expansion of innovation education, and it is through entrepreneurship that innovation results. In the process of student education and training, higher vocational colleges should take effective measures to promote

the deep integration of innovation education and entrepreneurship education. The second is the relationship between theoretical knowledge and practical training. Innovation and entrepreneurship education should not only teach students theoretical knowledge, but also cultivate students' practical ability. Without the support of theory, practice becomes a passive water. Practice is a way to sublimate theoretical knowledge. Using theoretical knowledge to analyze and solve problems can improve students' innovation and entrepreneurship ability and comprehensive quality. Higher vocational colleges should attach importance to the important role of theoretical knowledge, guide students to apply their knowledge to practice, organically combine theoretical knowledge with practical training, and improve students' comprehensive ability. Third, the relationship between innovation and entrepreneurship education and professional education. Innovation and entrepreneurship education can promote the change of traditional professional knowledge learning mode of college students and inject new vitality into the learning and application of professional knowledge. Professional education can also serve as the carrier of innovation and entrepreneurship education, providing relatively professional scientific and theoretical support. Higher vocational colleges should integrate the two and cultivate innovative talents, not simply add them together, but connect with each other in multiple levels and directions, so that students have multiple qualities and abilities. Fourth, the relationship between students' all-round development and personality development. The two are both opposite and unified. Comprehensive development is the requirement of quality education and the development of the times. It is necessary to cultivate students' development in all aspects. Personality development means that students have their own advantages and specialties on the basis of comprehensive development. Higher vocational colleges should not only cultivate students' comprehensive quality, but also help students' personality development, follow the rules and characteristics of students' development, and train students to become talents with all-round development and special skills.

3.2 Clarify the Training Objectives of Innovation and Entrepreneurship Education

The training objectives are the fundamental basis for measuring the quality of talent training. Therefore, the construction of the evaluation system of innovation and entrepreneurship education must clarify the training objectives. The main objectives include three levels: first, cultivate the innovative spirit and entrepreneurial awareness of college students. Encourage college students to think independently, explore bravely and innovate constantly; The second is to improve the employability and entrepreneurship of college students. Help them to achieve smooth employment and have the theoretical knowledge foundation of entrepreneurship; The third is to cultivate the students' tenacious and decisive quality of innovation and entrepreneurship, improve their quality of innovation and entrepreneurship, and make them benefit for life. The innovation and entrepreneurship education in higher vocational colleges should correctly understand the training objectives, accurately grasp the goal orientation, ensure the development direction of innovation and entrepreneurship education, and implement benchmarking in teaching staff, curriculum, teaching management system and other aspects based on the training objectives.

3.3 Carry out input Guarantee Evaluation of Innovation and Entrepreneurship Education

The input guarantee of innovation and entrepreneurship education includes funding, teaching staff and curriculum. First, we should evaluate the investment in innovation and entrepreneurship education. At present, the funds for innovation and entrepreneurship education in higher vocational colleges mainly come from financial allocations, with a single source of funds. Through evaluation, encourage the active expansion of educational funding channels, play the leading role of the government, and increase capital investment; Give full play to the role of social participation and provide financial support through the establishment of entrepreneurship funds for college students in enterprises and institutions; Give full play to the advantages of the alumni association and raise special funds through multiple channels. The second is to strengthen the teaching staff through evaluation. Promote the construction of full-time innovation and entrepreneurship education teachers through the constraints of the evaluation system, optimize the structure of teachers, and carry out collective lesson preparation activities; Regularly carry out teacher training, enhance professional ability, arrange temporary training in enterprises, cultivate practical experience in innovation and entrepreneurship, and improve teaching quality. Third, improve the education curriculum system through evaluation. Set up basic theoretical courses of innovation and entrepreneurship, improve the curriculum system, and enable students to master the basic theoretical knowledge of innovation and entrepreneurship; Set up multi-level and progressive practice courses, integrate innovation and entrepreneurship education with professional education, and encourage students to participate in innovation and entrepreneurship practice activities.

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