

Original Paper

Curriculum Reform and Practice Exploration of "Foundation of Innovation and Entrepreneurship" for College Normal Majors

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Abstract

According to the statistics of the Ministry of Education, the scale of ordinary college graduates in 2023 is expected to reach 11.58 million, an increase of 820,000 compared with 2022 (General Office of the State Council of China, 2015). This figure once again hit a record high in employment, and the employment situation is becoming more and more severe. All walks of life in society have higher and higher expectations for the comprehensive ability of college students, and college students are facing greater pressure and challenges in the process of job-hunting. This paper will discuss the curriculum design, teaching mode, education and teaching reform strategy, experimental research, conclusions and prospects, so as to provide some useful references for the education and teaching reform of innovation and entrepreneurship management courses for college students, and improve the quality of graduate training and employment competitiveness.

Keywords

Colleges and universities, innovation and entrepreneurship, teaching reform and practice

1. Introduction

In October 2021, The General Office of the State Council called for "taking deepening the reform of innovation and Entrepreneurship Education in Colleges and Universities as a breakthrough point to promote the comprehensive reform of higher education and establishing advanced concepts of innovation and entrepreneurship education " (Li, 2017). The report to the 20th National Congress of the Communist Party of China pointed out: "Education, science and technology, and human resources are the basic and strategic support for comprehensively building a modern socialist country. We must adhere to the principle that science and technology are the primary productive force, human resources are the primary resource, and innovation is the primary driving force. We must fully implement the

strategy of rejuvenating China through science and education, the strategy of strengthening China through human resources, and the strategy of innovation-driven development, open up new areas and new tracks of development, and constantly foster new drivers and advantages of development." In this context, universities, as the cradle of cultivating and transporting high-quality talents of innovative enterprises to the society, have great responsibilities and arduous tasks.

By opening and strengthening innovation and entrepreneurship education for college students, colleges and universities enable each student to actively explore and discover problems and learn to use creative thinking to solve problems. On the one hand, by allowing students to learn and understand more entrepreneurial knowledge and experience, they can master the basic skills and comprehensive quality required for self-employment, and improve their employment competitiveness. On the other hand, by cultivating students' innovative thinking and entrepreneurial spirit, it can inject new blood into social and economic activities, create value for the society, and promote economic and social progress. However, due to the popularity of the Internet and the continuous development of artificial intelligence, college students also provide more platforms and opportunities for employment and entrepreneurship. At the same time, they also face some challenges and opportunities. Therefore, in order to cultivate composite applied talents that can quickly adapt to the requirements of economic development in the new era and regional social and economic needs, It is particularly important and imperative for colleges and universities to reform the education and teaching of innovation and entrepreneurship management courses for college students.

2. The Significance of Innovation and Entrepreneurship Education Reform in Normal Majors

Innovation and entrepreneurship management course is a course aimed at cultivating students' innovative thinking, entrepreneurial consciousness and entrepreneurial ability. Therefore, the reform of the education and teaching of innovation and entrepreneurship management courses for college students is particularly urgent and necessary, which is also the inevitable requirement of social and economic progress and social development. In normal majors, it is of great significance to carry out innovation and entrepreneurship education. Based on this, this paper analyzes the problems existing in the reform of innovation and entrepreneurship management courses for college students, and puts forward corresponding countermeasures.

(1) With the great improvement of social productivity, only relying on traditional education methods can no longer meet the needs of the society in the new era. By strengthening innovation and entrepreneurship education, normal students can better understand and master the current market development dynamics and economic trends, so as to carry out innovation and entrepreneurship projects in line with market demand, which can not only promote the development of local economy, but also provide more practical cases and materials for normal education.

(2) For graduates majoring in normal education, as the number of graduates continues to increase, the employment pressure will also increase. Through innovation and entrepreneurship education, graduates

can be helped to broaden their horizons, continuously improve their personal competitiveness and employability, and encourage capable students to take the initiative to start their own businesses, thus alleviating the employment pressure to a certain extent.

(3) With the rapid development of social economy and the deepening of education requirements in the new era, many universities have set up courses related to college students' innovation and entrepreneurship, and have incorporated them into talent training programs, whose main purpose is to enhance students' innovative consciousness and entrepreneurial ability. Therefore, innovation and entrepreneurship education is not only to improve the employment rate, but also an important breakthrough to innovate and improve the mode and quality of talent training in colleges and universities. Therefore, it is imperative to promote the education reform of innovation and entrepreneurship courses in normal majors.

3. The Problems Existing in the Teaching of Innovation and Entrepreneurship Education in Normal Majors

Although compared with foreign countries, the development of innovation and entrepreneurship education in China is far behind in time, many useful research and exploration have been carried out on the curriculum construction and social practice of innovation and entrepreneurship education, including but not limited to the teaching mode of innovation and entrepreneurship education, the evaluation system, and the curriculum system construction combining talent training and professional education. Taking the papers related to the construction of innovation and entrepreneurship education system included in the National academic journal database of philosophy and social sciences in recent years as an example, the research involves a general study on the problems and coping strategies faced by the construction of innovation and entrepreneurship education system. The research results on the teaching system of innovation and entrepreneurship education are also very rich. For the innovation and entrepreneurship education of normal students in colleges and universities, due to the lack of attention, teachers, project funding support and other factors, the lack of systematic, constructive and differentiated research on relevant basic knowledge and theory, education and teaching reform and other aspects, to a certain extent, the development of innovation and entrepreneurship education practice of normal students is restricted. Therefore, innovation and entrepreneurship education has been carried out in normal majors in colleges and universities, but there are still some problems:

(1) The curriculum is not perfect, systematic and scientific. At present, innovation and entrepreneurship courses in most colleges and universities are arranged in one semester, and mainly focus on theoretical knowledge teaching. Affected by the teachers, the innovation and entrepreneurship education mode in most schools still uses the education and teaching mode of traditional standardized courses, and the professional courses fail to be effectively and deeply integrated with innovation and entrepreneurship courses, and the forms are similar. It ignores the training of targeted, different and creative thinking, and can not fully tap and cultivate students' innovative ability.

(2) Single teaching content. Compared with other majors, the innovation and entrepreneurship education of normal majors starts late and lacks systematic curriculum system and teaching mode. In the courses that have been offered, the teaching content often only stays on the basic innovative thinking and entrepreneurial mode, without enough understanding and exploration of the characteristics and needs of normal majors, and without interdisciplinary knowledge and content.

(3) The lag of practical education teaching. The innovation and entrepreneurship education of normal majors generally lacks practice links. Students lack opportunities and experience of practical operation, and there is no or lack of corresponding practice teaching. They cannot deeply understand and practice the concept of innovation and entrepreneurship in the learning process, which may lead to students' learning only limited to the theoretical surface and it is difficult to apply theoretical knowledge to practical operation. Lack of necessary innovative thinking and entrepreneurial skills.

4. Teaching Reform Strategy of Innovation and Entrepreneurship Management Course for Normal Majors

In view of the above problems, combined with the teaching reform of innovation and entrepreneurship management courses in normal majors, it is necessary to pay attention to the practical, innovative and local characteristics, and carry out reasonable reform by improving the curriculum setting, enriching the teaching content, strengthening the practice link and other aspects, so as to improve the teaching quality and achieve the goal of cultivating and enhancing the innovation and entrepreneurship ability of normal majors. To adapt to the new era of social education industry development needs.

(1) Improve the curriculum system of innovation and entrepreneurship in normal majors

China's entrepreneurial education started relatively late, and it was marked by Hu Xiaofeng's proposal of "entrepreneurial education" in 1988. The innovation and entrepreneurship education mode in most colleges and universities still uses the education and teaching mode of traditional standardized courses, and the professional courses are not effectively and deeply integrated with the innovation and entrepreneurship courses. As a result, many normal students and teachers do not have a deep understanding of the innovation and entrepreneurship education, which is mainly reflected in the fact that the innovation and entrepreneurship education is more to solve the employment problem. In addition, there are many professional courses for normal students, and students need to spend a lot of time and energy to learn, which leads to the serious compression of space and time for innovation and entrepreneurship education courses. In view of the above phenomenon, the relevant courses of innovation and entrepreneurship education should be increased and incorporated into the curriculum system of normal majors. For example: Entrepreneurship foundation course, innovation management course, entrepreneurship financing course, innovative thinking course, innovation and entrepreneurship case analysis course, entrepreneurship practice course, etc. The setting of these courses should be appropriately adjusted according to the actual situation of normal majors in colleges and universities and the needs of students, so as to meet the learning needs and development direction of different

students, and pay attention to the effect of each link in the course implementation process. We should pay attention to collecting feedback, adjust the curriculum setting appropriately when necessary, and strive to promote the mutual penetration of courses to form a systematic and scientific curriculum system, so as to ensure that innovation and entrepreneurship education plays a positive role in normal majors.

(2) Enrich the teaching content of innovation and entrepreneurship courses for normal majors

Traditional innovation and entrepreneurship courses for normal majors often focus on the teaching of professional knowledge and skills. Innovation and entrepreneurship education fails to fully integrate with professional course education and lacks guidance for innovation and entrepreneurship thinking, which may lead to the lack of scientific, advanced, innovative and practical operation of innovation and entrepreneurship education. As a result, it is difficult for students to combine innovative and entrepreneurial ideas with the professional knowledge they have learned, to give full play to the maximum potential of innovation and entrepreneurship, and to use innovative thinking and entrepreneurial skills to solve practical educational problems. In view of the above problems, innovation and entrepreneurship education is integrated into the professional courses of normal university students, focusing on cultivating students' logical thinking and problem-solving ability, introducing multidisciplinary knowledge and research results to help students expand their horizons and ideas, paying attention to the practicability and pertinence of teaching content, introducing some actual cases and practical operation content. For example, related contents of innovation and entrepreneurship can be embedded in professional courses. For example, educational psychology can explain how to use psychological principles to improve students' learning experience and effect, or educational technology can introduce how to use new technologies to improve teaching methods and means. Combined with the characteristics of the major, a certain number of interdisciplinary and interdisciplinary innovation and entrepreneurship courses can be set up, such as "Economics of Innovative Education", "Sociology and Educational Innovation", so that normal university students can understand and solve problems from the perspective of different disciplines; Some successful cases of innovative education can be introduced into the curriculum and analyzed and discussed by students. At the same time, some practical activities can also be organized, such as letting students design and implement an innovative teaching activity, or letting them participate in some innovation and entrepreneurship competitions and projects; Problem-solving and critical thinking tasks could be built into the curriculum, such as having students analyze an educational problem and propose a solution, or comparing different teaching methods and choosing the best one; Students in normal universities can be encouraged to engage in self-directed and cooperative learning, for example by having them form groups for project learning and discussion, or by having them seek out and share knowledge and research results from multiple disciplines.

(3) Strengthen the practice management of innovation and entrepreneurship courses for normal majors

Innovation and entrepreneurship is a very practical discipline. However, some colleges and universities,

especially normal majors, fail to provide enough practice opportunities in this course. Although individual colleges and classes can establish or provide practice opportunities for students through their own innovation and entrepreneurship practice bases, off-campus cooperative enterprises and other platforms, they lack systematic innovation practice and personalized entrepreneurship cultivation. Therefore, students cannot truly experience the process of innovation and entrepreneurship, have no opportunity to participate in real innovation and entrepreneurship projects, and cannot precipitate and sublimate the corresponding theoretical knowledge in the practical process. In view of the existing problems, we should strengthen the construction of the practice link of normal majors, encourage students to participate in social practice and internship activities, improve their practical ability and social adaptability, and cultivate excellent normal students with both theoretical knowledge and practical ability. We should strengthen the practice link of normal majors from the following three effective ways: According to the talent training plan of normal major, combined with the characteristics of the major and the individual career development plan of students, we formulate feasible internship practice teaching objectives and work plans, strengthen the guidance measures of tutors, refine the implementation plan, and promote the deeper penetration and integration of professional knowledge and innovation and entrepreneurship knowledge through multi-type and multi-form experience and practical teaching activities. Deepen the understanding between innovation and entrepreneurship knowledge and professional knowledge, continuously enhance the innovative thinking and entrepreneurial spirit of normal students, improve their innovation and entrepreneurship practical operation ability, improve team cooperation and communication ability, cultivate innovation and entrepreneurship courage and adventure spirit, establish correct career concept and values through education and guidance, so as to lay a solid foundation for future career sustainable development; Adhere to the integration of socialist core values in every link of innovation and entrepreneurship education practice, integrate Marxist teaching practice content in the whole training process of teachers, design and implement the teaching content of teaching practice step by step, through the practical experience and reflection of strategic thinking and other activities, Further explore and promote the deep integration of theoretical knowledge and practical activities (Zhang, 2023). Revise and improve the content of talent training plan for normal majors, open full practice courses of innovation and entrepreneurship education, focusing on the module content of teacher ethics education, teaching probation, observation and practice, research and further study, constantly improve and enrich the content of educational practice, and at least ensure that the total length of educational practice for normal students is not less than one semester. Gradually build a practice system with perfect system, full content and fruitful results; To enrich innovative educational practice through diversified forms, such as: teachers' on-site observation and practice, students' virtual classroom in school, teachers' classroom teaching ability training and students' centralized practice, so as to enrich the teaching practice experience of normal university students and enhance the effectiveness of teaching practice. At the same time, we should make full and reasonable use of modern information technology, actively use

teaching practice activities sharing excellent resources, guide normal university students to carry out practice observation and interactive research of distance education, and strive to build a digital education network platform for independent research and training of normal university students through comprehensive integration of resources. We should actively carry out practical probation, volunteer teaching and replacement training for teachers, actively encourage and drive normal graduates to go to grass-roots schools and rural primary and secondary schools, and constantly strengthen the sense of social responsibility, mission and professional honor.

5. Practice Exploration and Reflection

In order to verify the effectiveness of the above reform plan, this paper selects the normal major of a university for practical exploration. The specific implementation is as follows:

(1) Research object

In this paper, 300 students majoring in normal education in a university are selected as the research objects, among which 150 are the experimental group and 150 are the control group.

(2) Experimental design

Students in the experimental group received one semester of innovation and entrepreneurship course reform and practice. The students in the control group maintained the traditional teaching mode. At the end of the course experiment, the innovation and entrepreneurship ability of 300 students of the research object is evaluated and compared.

(3) Experimental results and reflections

The experimental results show that the students who have undergone the reform and practice of innovation and entrepreneurship courses have significantly improved their innovative thinking ability, and their scores in the evaluation of innovation and entrepreneurship ability are generally higher than those who have not received relevant courses. However, there are also some issues that need further discussion:

(a) Some students majoring in normal education do not have high recognition of innovation and entrepreneurship education. This requires teachers to further respect and encourage students' personalized needs and development in the teaching process, and stimulate their interest and enthusiasm for innovation and entrepreneurship.

(b) Some teachers still need to improve their awareness and ability of innovation and entrepreneurship education. This requires schools to strengthen teacher training and teacher exchanges, and improve teachers' understanding and ability of innovation and entrepreneurship education.

(c) The effect of practice is affected by many factors. For example, whether the design of practice activities is reasonable and whether the resources of the practice platform are sufficient may affect the effect of practice links. Therefore, it is necessary to strengthen the management and supervision of practice links to ensure the quality and effect of practice links.

6. Conclusions and Prospects

This paper discusses the reform measures and practical effects of innovation and entrepreneurship courses in normal majors. Through practical exploration and reflection, it is found that the innovation and entrepreneurship ability of normal students can be effectively enhanced by formulating targeted education and teaching reform programs. However, there are also some issues that need to be further addressed. For example, some students do not have a high degree of recognition for innovation and entrepreneurship education, and some teachers still need to improve their awareness and ability in innovation and entrepreneurship education. In view of these problems, this paper puts forward the corresponding solutions and suggestions.

Looking into the future, the reform and practice of innovation and entrepreneurship courses for normal majors can be further promoted from the following aspects:

- (1) Further optimize the curriculum and teaching content, and introduce more interdisciplinary knowledge and research results to help students expand their horizons and ideas;
- (2) Strengthen and optimize the construction of teachers. Colleges and universities can introduce teachers with innovation and entrepreneurship experience and professional knowledge, and organize existing teachers to conduct training and further study related to innovation and entrepreneurship education, so as to improve teachers' teaching level and professional ability, enhance teachers' understanding and ability of innovation and entrepreneurship education, promote the transformation of teachers' role as soon as possible, invite alumni and entrepreneurs with successful entrepreneurship to carry out a series of lectures in the university. Teachers can also be arranged to participate in enterprise practice to improve the level of teachers' innovative enterprise education.
- (3) Establish and improve the evaluation system of innovation and entrepreneurship education to ensure the quality and effect of innovation and entrepreneurship education;
- (4) Strengthen internal and external cooperation, make full use of social resources, and provide students with more practice opportunities and practice platforms;
- (5) Respect and encourage students' individual needs and development, and provide targeted innovation and entrepreneurship education support and guidance for students with different career plans according to their strengths and advantages.

Fund

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