

Research on the New Path of Innovation and Entrepreneurship Practice Education

--Take Jiangxi University of Finance and Economics as an Example

Yilin Liao, Yutao Jiao, Yan Wang, Zexin Guo

Jiangxi University of Finance and Economics Nanchang, Jiangxi, China, 330013, China

Abstract

Focusing on innovation as the first driving force for development, universities continue to develop innovative and entrepreneurial practice education, but the concept of innovation and entrepreneurship education is "narrowed", innovation and entrepreneurship education is separated from professional education, lack of mentor team capacity, lack of practice platforms, cooperation networks and resource support systems Many bottlenecks such as construction lagging need to be solved urgently. Taking Jiangxi University of Finance and Economics as an example, by studying the national colleges and universities innovation and entrepreneurship practice education model, to financial universities and then to the campus characteristics of Jiangxi University of Finance and Economics, the new path of innovation and entrepreneurship practice education is gradually studied.

Keywords

Innovation and Entrepreneurship; Transformation of Achievements; Talent Training; Finance and Economics Colleges; Problems and Shortcomings.

1. Introduction

When Premier Li Keqiang attended the Summer Davos Forum in 2014, he put forward the new concept of "mass entrepreneurship and innovation". Since then, he has frequently explained this key word in the first World Internet Conference, the 2015 "Government Work Report" and other occasions. For a time, "innovation" and "entrepreneurship" have risen to the level of national strategy unprecedentedly, becoming a boost to China's economy. Key words for development. A series of college student innovation and entrepreneurship competitions and innovation and entrepreneurship activities have also begun to emerge. In the past few years, a series of competitions such as the "Internet +" competition, college student innovation and entrepreneurship competition, college student challenge cup, and three innovation competitions have achieved relatively significant results. Although these competitions have trained a large number of young entrepreneurs who dare to innovate and explore, according to the follow-up of existing award-winning projects, many projects that have won important awards only stay in the "writing" stage after the competition. The project was not further promoted. Therefore, innovation and entrepreneurship education is currently facing many problems. Only by handling these problems can the innovation and entrepreneurship competition truly play a leading role in boosting "mass entrepreneurship and innovation".

In today's world, the fourth industrial revolution, characterized by intelligence and informationization, is accelerating the reshaping of the global technological landscape and innovation pattern, and innovation is becoming the first driving force for development. Vigorously developing innovation and entrepreneurship has far-reaching significance. Based

on the current national development strategy for innovation and entrepreneurship, domestic universities have reformed and changed their innovation and entrepreneurship education to varying degrees. However, the "2019 Employment Report for Chinese University Students" shows that the percentage of undergraduates who started their business within six months of graduation in 2018 was only 2.7%, the survival rate for three years after graduation was only 44.8%, and the overall success rate of undergraduates was less than 5%. Vigorous innovation and entrepreneurship education activities have formed a huge contrast with the entrepreneurial and entrepreneurial success rates of the few undergraduate graduates. The concept of innovation and entrepreneurship education is narrow, separated from professional knowledge, lack of tutors, lack of practical platforms, weak resource support, and many other problems Still waiting to be resolved.

2. Analysis of the Development Status of Innovation and Entrepreneurship Education in Domestic Universities

2.1. Current Status of Domestic Innovation and Entrepreneurship Education Models

Although China's innovation and entrepreneurship practice education model started later than developed countries, it is gradually taking shape. From the perspective of education carrier, it can be divided into project operation mode, university community co-construction mode, school-enterprise cooperation mode, etc.; from the perspective of education methods, it can be divided into "basic + innovative research", "basic + research and development training" Three modes of ", "Basic + Production Practice". At present, domestic scholars have proposed the following two innovative and entrepreneurial practice models:

2.1.1. "Double Double Cycle" Mode:

The model emphasizes that the national talent training goals should be in line with the internal requirements of the university's growth, and the professional literacy training of college students should be in line with the actual requirements of the society. Social practice is the central link. The implementation of the school level is "inspirational education-professional development-social practice- Innovation and Entrepreneurship-Model Selection (Inspirational Education)" and other links, the off-campus level implements the "Growth Target-Social Needs-Social Practice-Practical Feedback-Strengthening and Correction (Growth Target)" and other links. Emphasize that the school provides students with an entrepreneurial platform, and organically integrates the social needs of innovation and entrepreneurship with school practice.

2.1.2. "Trinity" Mode:

Doing a good job in innovation and entrepreneurship education is inseparable from the coordinated integration of resources from the government, society, and universities. Only when the three aspects of government leadership, university training, and social support are achieved, can my country's innovation and entrepreneurship education get out of the dilemma of low survival rate , In order to truly get out of the incubator and withstand the test of survival of the fittest in the market.

2.2. Problems to be Solved Urgently in Domestic Innovation and Entrepreneurship Practice Education

2.2.1. Serious Theorization of Innovation and Entrepreneurship Education

Although my country's innovation and entrepreneurship education has been in development for more than ten years, the current innovation and entrepreneurship education still emphasizes theory and negligence to a large extent. The training ideas and educational methods of many colleges and universities are not clear, and the current innovation and

entrepreneurship education in major domestic colleges and universities. It is presenting an unfavorable situation of fragmentation, unstructured and unsystematic, lack of overall planning for innovation and entrepreneurship education and the strategic awareness of "a game of chess across the country and simultaneous regional development". Therefore, although almost all major colleges and universities have established specialized innovation and entrepreneurship disciplines and established specialized innovation and entrepreneurship colleges, their levels are all uneven. Most colleges and universities are still "written" innovation and "written" entrepreneurship, which is difficult to truly satisfy the actual employment needs of the society.

2.2.2. Weak Teachers in Innovation and Entrepreneurship Education

Innovation and entrepreneurship education has been developed for nearly 18 years. Although a large number of innovation and entrepreneurship teachers have emerged in this process, and a large number of practical experiences in guiding innovation and entrepreneurship education have been summarized, as China's colleges and universities have further expanded their enrollment and major. The importance of colleges and universities on innovation and entrepreneurship education has increased significantly, and the demand for innovation and entrepreneurship education teachers in China's colleges and universities has increased significantly. This has led to a shortage of innovation and entrepreneurship education lecturers with sufficient experience within a certain period of time, and there is no mature innovation yet. Entrepreneurship teacher training program, China's innovation and entrepreneurship teacher team will have a gap in the future for a long time. At the same time, even universities that have established an innovation and entrepreneurship education college and a team of innovation and entrepreneurship teachers still have the problem of lack of professional leaders and disciplinary backbones. The relevant teachers often have the problems of insufficient professional experience and insufficient practical experience. There are also some colleges. In order to expand the team of innovation and entrepreneurship teachers, schools have the problem of blindly changing teachers from other disciplines to innovation and entrepreneurship education posts. This not only makes it difficult to promote the development of innovation and entrepreneurship education in universities, but also affects students' interest and effects in innovation and entrepreneurship.

3. Research on the Path of Innovation and Entrepreneurship Education in Finance and Economics Colleges -- Taking Jiangxi University of Finance and Economics as an Example

3.1. Jiangxi University of Finance and Economics Innovation and Entrepreneurship Practice Education Model

3.1.1. "Three Classrooms" Model

The "three classrooms" means that the first classroom emphasizes theory and education and a solid foundation for entrepreneurship; the second classroom emphasizes entrepreneurial simulation and professional training, and the third classroom emphasizes entrepreneurial experience and comprehensive practice. The three-class combination model has formed the distinctive academic characteristics of "promoting school motto, adhering to tradition, advancing with the times, pioneering and innovating, and cultivating high-quality entrepreneurial talents".

3.1.2. "Maker" Mode

The "Maker" model is divided into four methods: science competition, entrepreneurial incubation, school-enterprise cooperation and employment orientation. In terms of entrepreneurship teacher team building, the school has established an entrepreneurship education research and guidance center and a college student entrepreneurship expert

advisory committee to build an entrepreneurial faculty team and an entrepreneurial management team through various channels.

In terms of campus culture, the school offers "innovation and entrepreneurship practice classes" in different colleges to train college students with innovative and entrepreneurial abilities in a targeted manner, and open innovation and entrepreneurship-related courses on the basis of general education courses. Carry out various subject competitions and extracurricular activities, such as the academic festival for college students, the monthly activity of the college student entrepreneurship skills competition, the college student entrepreneurship forum, scientific research projects, summer research activities, and so on.

In terms of platform construction, the school strengthens the construction of hardware facilities and builds a rich entrepreneurial simulation platform such as a college student entrepreneurship incubation center, an entrepreneurial simulation experiment teaching center, and an entrepreneurship education website. In addition, our school has cooperated with many enterprises in Jiangxi Province to build a broad social practice platform for students.

3.2. Research on the New Path of Innovation and Entrepreneurship Practice Education of Jiangxi University of Finance and Economics

3.2.1. Promote the Deep Cross Integration of Innovation and Entrepreneurship Education and Professional Education

Although many universities have established innovation and entrepreneurship colleges, they have not mobilized the active participation of professional teachers to a large extent. Innovation and entrepreneurship education and professional education are in an embarrassing situation where they are separated from each other. It is imminent to promote the deep cross integration of innovation and entrepreneurship education and professional education. . On the one hand, Jiangxi University of Finance and Economics integrates the educational goals organically and incorporates the cultivation of innovative spirit, entrepreneurial awareness and entrepreneurial ability into the goal system of professional education, making it an important criterion for student evaluation. On the other hand, it further promotes the integration of the curriculum system. In addition to building "covering" basic innovation and entrepreneurship courses, it also vigorously promotes the construction of demand-oriented and interdisciplinary "precision" innovation and entrepreneurship courses. In response to the core needs of college students' innovation and entrepreneurship practice, personalized curriculum modules and joint curriculum modules are provided, so as to teach students in accordance with their aptitude and provide precise assistance. In addition, Jiangxi University of Finance and Economics has further promoted the integration of education and teaching methods, using big data technology and information library technology to meet the diverse and individual learning needs of students, vigorously improving practical teaching assessment methods, and encouraging students to use technological innovations, innovative experiments and Entrepreneurship projects and other forms to apply for credits and graduation, to achieve the organic combination of innovation and entrepreneurship practice and professional knowledge education.

3.2.2. Promote the Construction of "Internal and External Compatible" Teachers

Although Jiangxi University of Finance and Economics continues to increase the school's investment in the teaching of innovation and entrepreneurship education and has also cultivated a group of backbone teachers of innovation and entrepreneurship, the team of innovation and entrepreneurship teachers still has the problem of lack of practical experience and a single knowledge structure. To solve such problems, one is to further improve the system for professional teachers and full-time teachers to work on the job in industry enterprises to make up for the shortcomings of teachers' practical ability; the second is to explore the establishment of a standard assessment system for teachers' innovation and entrepreneurship

education ability and make it become a necessary condition for teachers to take up their posts and promote their titles. The third is to continuously optimize the structure of innovation and entrepreneurship faculty. Through salary incentives, honor incentives, and innovation and entrepreneurship cooperation, we will attract scientists, policy makers and industry elites with professional backgrounds into the classroom to serve as teachers or mentors of innovation and entrepreneurship courses, and at the same time establish an elimination mechanism and focus on practical results. The fourth is to continuously optimize the teacher evaluation mechanism. Incorporate teachers' participation in innovation and entrepreneurship guidance into the job appraisal and performance appraisal system, so that teachers' participation in innovation and entrepreneurship guidance becomes a "right job." Fifth, it is necessary to further improve the incentive mechanism for the transfer and transformation of scientific and technological achievements, and promote the collaborative education of science and education. Encourage teachers to use the latest scientific research results to feed back education and teaching. Teachers are encouraged to industrialize scientific and technological achievements in the form of contract transfer, equity purchase and independent entrepreneurship, and teachers are encouraged to lead students to start a business together.

Acknowledgments

Project Information: Scientific Research Project of Jiangxi University of Finance and Economics (Project Number: 2019101116250178), Instructor: Shubai Wang.

References

- [1] Zhang Qiaomei, Opportunities and Challenges of College Students' Innovation and Entrepreneurship Education under the Background of "Internet +" [J]. Education Teaching Forum, 2016, 5: 1-3.
- [2] Zhao Gang, Opportunities and Challenges of College Students' Innovation and Entrepreneurship Education under the Background of "Internet +" [A]. Contemporary Teaching Research Collection, 2018, 7:97-98.
- [3] Chen Yanjun, Liu Huaxiang, Opportunities and Challenges Facing College Students' Innovation and Entrepreneurship under the Background of "Internet+" [A]. Journal of Hubei Correspondence University, 2018, 3:10-11.
- [4] Xi Jinping, to the organizing committee of the 2013 Global Entrepreneurship Week in China [N]. People's Daily, 2013, 11, 9 (1).
- [5] Handong Wu, Research on the Construction of Guarantee Mechanism of Innovation and Entrepreneurship Education in Colleges and Universities [J]. Operation and Management, 2015.