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# Exploration of Theoretical and Practical Teaching of Innovation and Entrepreneurship

Ting Chang

Xinhua college of Ningxia university, Yinchuan Ningxia 750001 China

## Abstract

**Colleges and universities have always been in the primary position of talent training. In the past decades, they have trained a batch of excellent talents for the country. However, with the development and progress of The Times, the social requirements for talents are also gradually improving. The conventional teaching mode is no longer suitable for the cultivation of innovative and entrepreneurial talents. In order to promote the construction of innovative entrepreneurial theory teaching and practice teaching, this article embarks from the current status of creative talents training teaching, analyses the problems in the teaching process and the causes of success at home and abroad for reference, the case teaching, the innovation studies entrepreneurship theory teaching and practice teaching, creative teaching system in colleges and universities have a certain help.**

## Keywords

**Innovation and Entrepreneurship Education; Theory Teaching; Practical Teaching.**

## 1. Analysis on the Current Situation of Training and Teaching of Innovative and Entrepreneurial Talents in Colleges and Universities

### 1.1. Problems Existing in the Cultivation of Innovative and Entrepreneurial Talents in Colleges and Universities

As early as 1999, the Ministry of Education issued relevant documents to guide universities to attach importance to the cultivation of innovative and entrepreneurial talents. Experienced more than 20 years of development, to innovation entrepreneurial talent training has made some achievements, but because of traditional culture, the exam-oriented education system, the influence of such factors as our university entrepreneurial talent of innovation ability and practice ability is not strong, the social adaptation ability and the ability to participate in international competition weak, innovative entrepreneurial talents shortage in our country all walks of life, In particular, there is a shortage of high-level innovation and entrepreneurship talents in key areas. In the training and teaching of innovative and entrepreneurial talents, we still have some problems, mainly manifested in the following four points.

#### 1.1.1. Single Cultivation Subject

At present, the cultivation of innovative and entrepreneurial talents mainly depends on universities, and the cultivation subject is single, which does not conform to the law of innovative and entrepreneurial talent cultivation. Cultivating innovative entrepreneurs is a systematic and complex project, which requires the cooperation of schools, government and society, especially the active participation of social enterprises. Colleges and universities must open their schools, broaden the scope of training subjects, and take the road of school-enterprise cooperation in training innovative and entrepreneurial talents, so as to form a complete training chain of innovative and entrepreneurial talents.

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### 1.1.2. Teachers Lack Relevant Experience

Innovation entrepreneurship education for teachers' demand is higher, but most of the teachers in colleges and universities in our country mostly lack innovation concept of entrepreneurship education itself, to the enterprise knowledge and understanding is not deep, although there are quite a few teachers can from the theoretical level, analyze the market and competition pattern, but because of a lack of incentive mechanism, combined with actual situation, Teachers go into enterprises unconditionally for investigation and research, and seldom write cases by themselves. As a result, classroom teaching is restricted to books or ready-made case materials, and innovation and entrepreneurship textbooks are chosen randomly, so the teaching content cannot keep pace with The Times. The teaching innovation ability of teachers is insufficient. Most teachers have outdated and unified teaching methods in the teaching process, and lack enthusiasm and initiative in the research of innovation and entrepreneurship teaching method.

### 1.1.3. Separation of Innovation and Entrepreneurship from Professional Training

At present, China's higher education mainly focuses on professional education. Colleges and universities implement professional education according to the professional talent training program and the set curriculum system. Therefore, in order to integrate innovation and entrepreneurship education with professional education in a scientific and reasonable way, it is not just a matter of adding a few innovation and entrepreneurship courses, but the concept of innovation and entrepreneurship education should be integrated into every link of professional talent training program and curriculum system. But now, most colleges and universities in China knowledge of innovative entrepreneurship education is not comprehensive, not to diversify its innovative entrepreneurial talent education into the professional education of talents cultivation system, the innovation of entrepreneurship education and professional education fusion is not tight, independent innovation entrepreneurship education courses and professional learning relationship not even are independent of each other, As a result, innovation and entrepreneurship education is separated from professional education, and the innovation and entrepreneurship knowledge and professional knowledge absorbed by students exist independently in their minds and have no way to play in practice. Innovation and entrepreneurship education carried out by colleges and universities is difficult to effectively connect with market demand and social demand for talents.

### 1.1.4. Ignoring the Cultivation of Students' Personality

At present, the main standard to measure the quality of students in China is to see the level of examination results. Of innovative entrepreneurial talent training pattern in colleges and universities on the different levels of innovation, has obtained the certain result, but the traditional exam-oriented education concept is deeply ingrained, cultivate the college students is still looking for the standard answer tool, though written, but lack of innovative entrepreneurial spirit and practical ability, do not dare to assume the risk of entrepreneurship. The result of adhering to this backward exam-oriented education idea is to ignore the shaping of students' personality and the cultivation of their ability to a certain extent. The regional development of Our country is not balanced. It is unscientific and unreasonable for the government to regulate the higher education in different places with the same model, which seriously affects the formation of school running characteristics in different places. Colleges and universities lack autonomy and innovation vitality in running schools, and lack individuality and characteristics in running schools. This mode of running schools without characteristics is not conducive to the cultivation of innovative and entrepreneurial talents, and the talents cultivated are unified products lacking innovation spirit and innovation ability.

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## 1.2. Cause Analysis of the Problem

### 1.2.1. Serious Influence of Exam-oriented Education Ideology

Although the country has been advocating people-oriented, colleges and universities is put forward to set up the student-centered education concept, but in the actual teaching activities, the teaching idea of student-centered failed to put in place, but is more inclined to the social demand for this, relatively, is neglected to some extent to the cultivation of students with personalized. In addition, to find the right answer in the way of education in our country education concept has been deeply implanted in the mind, the exam-oriented education system for students looking for standard answer for the direction, light practice, the theoretical results of the education idea are that students learn how to find the right answer, but at the same time, but lost the most important creative divergent thinking and creative ability.

### 1.2.2. Imbalance of University Value Orientation

Teaching and scientific research are two important functions of colleges and universities. Teaching is the foundation of establishing a university, and scientific research is the way to strengthen the university. However, in practical work, colleges and universities often cannot deal with the relationship between them in a balanced way from an objective perspective, and the value orientation of teaching and scientific research is unbalanced. In the examination and evaluation of the level of universities, the number of key disciplines, the number of key laboratories, the examination and approval of scientific research funds and many other links, the competent departments of colleges and universities are mostly linked with the level and quantity of scientific research achievements, resulting in the imbalance between teaching and scientific research in colleges and universities. In addition, the implicit teaching effect and the rapid dominance of scientific research results make colleges and universities more inclined to the scientific research work which can achieve rapid results in a short time, but ignore the talent training as the fundamental task of colleges and universities. In order to make breakthroughs in the grade and quantity of scientific research achievements as soon as possible, some universities and colleges often adopt preferential policies for scientific research, linking the establishment of projects, the acquisition of scientific research funds, the promotion of professional titles and the distribution of income with the scientific research achievements of teachers, encouraging all teachers to actively participate in scientific research activities. Teachers put their energies mainly on applying for projects, applying for scientific research funds, publishing papers and monographs, while their own teaching work is relegated to the secondary. It is a difficult problem to cultivate innovative and entrepreneurial talents in colleges and universities.

# 2. Enlightenment from Teaching Experience of Innovation and Entrepreneurship in Universities at Home and Abroad

## 2.1. Foreign Teaching Experience in Innovation and Entrepreneurship

### 2.1.1. Teaching Mode Combining Teaching and Scientific Research

At the same time of classroom teaching, create conditions for students to participate in scientific research projects. The typical example of this kind of hands-on teaching model is MIT. The university has implemented three programs, with two at the heart: the undergraduate research-oriented program. The program is recognized as one of the earliest and most successful practices in the United States. The undergraduate research-oriented program is for undergraduates. Students can follow their supervisors to engage in scientific research activities in any department, and professors guide students to conduct research experiments. The program is so extensive that every MIT graduate has participated in an undergraduate research-oriented program at least once during their undergraduate education. The program

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is widely implemented in American colleges and universities because it effectively improves undergraduate research ability. Undergraduate practice-oriented program. The plan is mainly in the form of corporate partnerships. It is an educational practice program that aims to prepare students to become leaders in government, industry, educational institutions, and non-profit organizations. Its main realization form is to organize students to participate in product design or engineering practical projects. The technical entrepreneurship program is different from the practice-oriented undergraduate program in the general sense. Only a few excellent students can participate in it. It not only allows students to explore innovation, but also allows them to set up small companies, which plays a great role in cultivating students' innovation and entrepreneurship ability.

### 2.1.2. Teaching Mode Centered on Cases and Problem Solving

Case teaching is a kind of teaching method that allows students to put themselves into case scenarios and study through discussion or discussion by simulating or recreating some scenes in real life. Case teaching turns "marathon" training into "concentrated bombing" training, which is mainly used in management, law and other disciplines. Harvard University is an authority and representative of use case teaching.

### 2.1.3. Industry-University-Research Cooperation Mode

The mode of industry-university-research cooperation is the practice mode closest to the real situation in practical teaching. The most famous one in The United States is the cooperation between Stanford University and Silicon Valley, which has produced very good results. The cooperation between enterprises, universities and research institutes means that enterprises provide research projects according to market needs and the prediction of the future of the market, and universities provide funds at the same time, and university researchers or research teams carry out corresponding research and experiments. It's a win-win way to cooperate. For enterprises, they are better at business practice, while for universities, they are best at scientific research. Colleges and universities make use of enterprises' R&D projects and funds to involve students in various research methods and practices, improve students' practical ability and practical ability, and help students understand market demand and market trend in the process of practice, to lay a solid foundation for future innovation and entrepreneurship. Enterprises use the scientific research strength of colleges and universities to research and develop cutting-edge technologies or technologies to maintain a leading position in the market competition and even lead the industry trend.

### 2.1.4. Cooperative Education Model

Cooperative education mode refers to the cooperation between universities and enterprises. In the history of American education, there have always been two modes of industry-university-research cooperation. One is the cooperative education model represented by the University of Cincinnati, the other is the cooperative education model represented by antiac University. Cooperative education, represented by the University of Cincinnati, emphasizes skills learning in cooperation and helps students to find jobs after graduation. On the one hand, students can cooperate with enterprises in related applied disciplines such as engineering and architecture, and on the other hand, students can carry out social practice in a company stably, which is beneficial for students to determine their future employment direction as soon as possible and lay a foundation for the smooth employment after graduation. The cooperative education represented by Antiac University emphasizes holistic education. Antioch university of arc required on every student must take the way of "learning - practice -" to complete their studies, and this kind of transformation between study and social practice, its purpose is not only exercise the practical experience and skills, but through the transformation, let the students will have a better combination of theory and practice and to guide practice with theory, To explore theory on the basis of practice, that is, to emphasize the organic combination of theory

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and practice, its fundamental purpose is to promote the improvement of students' comprehensive quality and all-round development, rather than just for the employment after graduation.

## 2.2. Teaching Mode Centered on Cases and Problem Solving

In 2007, the Ministry of Education launched the "Innovative Experiment Plan for College Students", and many universities have made relevant attempts. Taking Dalian University of Technology as an example, the university has built an innovation and entrepreneurship practice platform and adjusted its talent training plan. Personalized course credits have been set up, and college students' innovation and entrepreneurship training has been officially included in the talent training program. According to the regulations of the university, 3 credits will be counted after the completion and acceptance of students' innovation and entrepreneurship projects. Every year, the university releases the Project Guide of College Students' Innovation and Entrepreneurship Training Program, and students and teachers can choose from each other. Dut provides a wealth of innovation and entrepreneurship practice projects involving various professional directions every year. The project content follows the requirements of The Times, reflects the cutting-edge and scientific requirements, and covers all disciplines. Rich diversified, all-round practice projects, radiating a wide range of students to participate in a large number of students, so that students can generally plan to participate in the project, through the process of project planning, project implementation, exercise students' practical skills, improve innovation ability, cultivate entrepreneurial consciousness and ability.

## 2.3. Enlightenment of the Case to Innovation and Entrepreneurship Teaching

Innovative entrepreneurial practice teaching goal setting is the basis and direction for the implementation of practice teaching, must set up to the actual and the corresponding target and practical teaching mode, to guide the development of the creative education in college and universities, and when there is a problem for good correct, reduce the probability of innovation entrepreneurship education migration path. Goal setting is the foundation and direction guidance, and colleges and universities should pay enough attention to it in the practice of innovation and entrepreneurship. Therefore, in order to carry out the teaching of innovation and entrepreneurship in colleges and universities smoothly, we should draw lessons from the experience of domestic and foreign cases, and determine specific and characteristic teaching objectives in line with the characteristics of the university and the cultivation of students' innovation and entrepreneurship ability by combining the requirements of the university's talent cultivation and its own actual situation.

Innovation and entrepreneurship education is a complete system, including practical teaching and theoretical teaching. Theoretical teaching in the traditional sense plays an irreplaceable role in the learning of innovation and entrepreneurship knowledge, while practical teaching more cultivates students' practical ability, while the cultivation of innovation consciousness and innovation ability depends on the organic combination of theoretical teaching and practical teaching. In the case of Dalian University of Technology, entrepreneurship practice courses are interspersed with the learning of entrepreneurship theory, which does not clearly stipulate what to do and how to do it. Instead, students are given appropriate autonomy and allowed to form a team by themselves. Under a clear general direction, students' independent exploration is the main task. Similarly, American practical teaching is based on the combination of theoretical teaching and practical teaching, either in the mode of combining teaching with scientific research or in the mode of industry-university-research cooperation. Therefore, entrepreneurship education courses should be a systematic course. Only students trained by systematic courses can have systematic and coherent innovative thinking and comprehensively grasp the situation, so that enterprises can continue to operate in different environments.

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Therefore, a scientific connection should be established between courses of innovation and entrepreneurship education to form a complete teaching system.

Massachusetts Institute of Technology (MIT) uses a variety of practical teaching modes, including case method, problem-solvable practical teaching method, and the combination of teaching and research. The diversification of teaching modes can provide students with more choices and facilitate them to choose the way that suits them or that they are more interested in. Moreover, learning initiative based on their own choice is stronger and the effect is more ideal. At the same time, the diversification of practical teaching modes also makes up for the shortage of small audience range and high audience similarity of single mode to a certain extent, which has become the key of innovation and entrepreneurship practical teaching. Most of the practical teaching modes of Chinese universities come from the imitation of foreign universities, and there are various forms, such as case method, which can arouse students' positive thinking in describing situations. Discussion teaching method, the use of interactive way to trigger thinking, using the formation of more answers to promote the formation of innovation, creativity and so on. However, the main problem is that the imitation of practical teaching mode is easy to become a formality, with various forms, but the content is old and the updating speed is slow. Therefore, in the practice teaching of innovation and entrepreneurship in colleges and universities in China, in addition to adopting a variety of teaching methods, we should also pay attention to the updating and keeping pace with The Times of different models. In the teaching, we should follow the principles of entrepreneurial thought and behavior, society, environment, economic responsibility and sustainable development.

## 3. Establish and Improve the Teaching Mechanism System of Innovation and Entrepreneurship in Universities

### 3.1. Build a New Innovation and Entrepreneurship Teaching System

The education system undertakes the arduous task of improving national quality and fostering driving force for economic development, comprehensive national strength promotion and social progress. Therefore, we need to combine the resources and conditions of research universities in China, analyze the demand of employment and market segments, and add innovative practice elements on the basis of traditional teaching, so as to reasonably position and design the concept and framework model of innovation and entrepreneurship education system. In order to promote the scientific, standardized and systematic implementation and research of innovation and entrepreneurship education, universities must construct a complete system and model. Innovation and entrepreneurship education is an important part of quality education in colleges and universities. Chinese universities should attach importance to entrepreneurship education, and cultivating students with innovative spirit and entrepreneurial ability should be one of the main goals of Chinese universities. There are many ways to construct the practice teaching system of innovation and entrepreneurship. The key points of innovation and entrepreneurship practice teaching for each grade can be listed according to different grades in the university. According to the different methods, the teaching system can be divided into method courses, case courses, experimental simulation and so on. Each construction approach has its own advantages and disadvantages.

### 3.2. Strengthen the Construction of Innovation and Entrepreneurship Teacher Team

At present, the faculty strength of innovation and entrepreneurship practice teaching in most colleges and universities in China is relatively weak, which is mainly reflected in the following aspects: Most of the teachers of practical teaching are part-time teachers of related economic and management courses, and teachers do not attach much importance to the task of part-time

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teaching; Some teachers engaged in innovation and entrepreneurship practice teaching have not even left the school, there is no practical experience; External enterprises or expert teachers have great mobility, lack of security, and uneven levels. All kinds of deficiencies have become a major obstacle to the practical teaching of innovation and entrepreneurship. Therefore, it is necessary to create a strong team of practical teachers. On the one hand, integrate and improve the faculty of innovation and entrepreneurship practice in the university, classify them according to their majors, and set up a teacher bank. According to the talent training program, teachers are deployed from the faculty pool, and innovation and entrepreneurship practice teaching is carried out through cooperation, to initially alleviate the shortage of teachers. On the other hand, strengthen cooperation with enterprises and introduce forces from outside the school. Innovation and entrepreneurship education is fundamentally about practice, but the advantages of colleges and universities lie more in theoretical knowledge and scientific research. In practice, enterprises are always at the front line, so it is direct and professional to hire relevant experts, experienced managers and entrepreneurs to conduct innovation and entrepreneurship practice teaching in colleges and universities. Therefore, colleges and universities should explore various ways to engage external forces to participate in practical teaching.

### 3.3. Strengthen University-Enterprise Cooperation

Innovation and entrepreneurship education cannot be simply understood as employment services, nor can it be simply understood that the purpose of innovation and entrepreneurship education is to train students to start their own businesses. Enterprises also play an important role in the process of innovation and entrepreneurship education for college students. In the process of innovation and entrepreneurship education in colleges and universities, a very important part is the practice link, which needs more support from entrepreneurs. Enterprises and organizations can provide direction guidance, project support, practical posts, places, practical guidance and financial assistance to carry out innovative research and entrepreneurial practice activities of college students. At present, most colleges and universities have received support from some enterprises in the process of innovation and entrepreneurship education. However, most of them provide financial help and aim at the publicity effect of enterprises, but they do not care about the actual effect of innovation and entrepreneurship education for college students. If the enterprise can not only provide financial support, but also provide practical help and all-round innovation and entrepreneurship support, it will greatly benefit the implementation of innovation and entrepreneurship education, and benefit the long-term development of the enterprise itself, achieving win-win results. Therefore, colleges and universities should establish long-term and stable cooperative relations with some enterprises, and the enterprises should provide good innovation RESEARCH and development projects and practical subjects, and send some personnel with rich innovation practice and entrepreneurship experience to the schools as part-time teachers, to create more opportunities and external conditions for the smooth implementation of innovation and entrepreneurship education. In addition, the enterprise can also promote its cultural values, using influence to change public opinion in the society and families to college students make innovation research and practice of negation or wait-and-see attitude, the ability to innovation entrepreneurship education to students, enterprises and social recognition and orientation of value, thus for colleges and universities to carry out the creative education create a good social atmosphere.

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