

Exploration of Innovation and Entrepreneurship Education for College Students under the Background of "New Economic and Management" Construction

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

Guiyun Hu*

School of Finance and Public Administration, Anhui University of Finance and Economics,
Bengbu 233030, China

*33122626@qq.com

Abstract

Innovation and entrepreneurship education has always been a breakthrough during the education and teaching reform of university. With the rapid development of Internet economy, universities are paying more and more attention to innovation and entrepreneurship education. However, when it comes to the implementation process, they still face a dilemma, such as the insufficient ideology, imperfection of curriculum system, the lack of innovation practice and powerful faculty group. In view of this, resources and strengths, which fill in the gap along the way, are integrated by a university of finance and economics to cultivate high-quality talents under the background of new economic and management constructions. Also, some approaches have been taken to handle the plight consisting of creating an innovation environment, optimizing related curriculum system, strengthening the mechanism of competition, improving the practicing platform, collaborating faculty construction, etc.

Keywords

New Economic and Management; College Students; Innovation and Entrepreneurship Education.

1. Introduction

Innovation and entrepreneurship education for college students is the key for Chinese higher education to achieve the connotative development [1], and also a sally port to the education and teaching and curriculum system reforms in colleges and universities. With the development of information technology such as Internet + Big Data, the cross-discipline, infiltration and integration among disciplines have become a necessity, which also brings great challenges to the development of traditional economics and management specialties. Innovation and entrepreneurship education meets the demand for innovative talents in the area of knowledge-based economy. One of the financial universities adapts to the new situation of the development of higher financial education in the new era, implements the strategy of "New Economics and Management", develops innovation and entrepreneurship education vigorously, promotes the integration and enhancement of professional subject literacy and innovation and entrepreneurship ability, and promotes students' comprehensive development and success.

2. The Current Situation of Innovation and Entrepreneurship Education and the Dilemma it is Facing

With the rapid development of Internet economy, universities are also paying more and more attention to innovation and entrepreneurship education. In order to improve the effectiveness of innovation and entrepreneurship education and to understand the implementation of it, a questionnaire survey was conducted within the mentioned financial university. 400 questionnaires were distributed and 395 valid ones were returned. From the results of the survey, after years of exploration and development, innovation and entrepreneurship education has achieved remarkable results, however, also confronted with some difficulties.

2.1. Insufficient Ideological Identity

First of all, students do not know enough about the idea of innovation and entrepreneurship. Most students, influenced by the traditional education and family concept, also the social environment. They prefer to have a stable and easy job when applying for posts and they are not willing to take the risk of "failure". Furthermore, they are lack of relevant knowledge reserve and ability training, they are lack of the ability of grasping the innovation and entrepreneurship opportunities, and unremitting spirit of hard-work and difficulties overcoming. The motivation towards innovation and entrepreneurship is obviously weak. The study shows that concerning the attitudes towards innovation and entrepreneurship, although 86.91% of the college students are interested in, only 29.96% of them have considered whether to start a business after graduation, and 60.36% of them have absolutely no idea of starting a business at all. It can also be seen from the university's multi-year Employment Quality Report that most graduates still choose to further study, take part in the civil servant exam or enter enterprises and public institutions. Secondly, the innovation and entrepreneurship culture atmosphere itself and the construction of it in colleges and universities are not enough, the innovation and entrepreneurship elements are not integrated enough to inspire students' inspirations. And students accordingly can't get enough practical exercises and action goals of the innovation and entrepreneurship from the campus cultural circumstance. In order to develop the innovation and entrepreneurship education in colleges and universities effectively, primarily students should be guided to establish innovation and entrepreneurship spirit, and be guided to explore and innovate bravely and actively. And they should be led to cultivate their innovation and entrepreneurship awareness from multiple levels such as interests, values and ideals and beliefs [2]. Their potential of innovation and entrepreneurship should be dug, and their innovation and entrepreneurship actions should be implemented.

2.2. The Course System is Not Completed

The universities offer a small amount of courses on innovation and entrepreneurship, most are compulsory or elective courses for theoretical teaching, which are not well targeted and disconnected from practices, lacking of interactive and practical guidance. These courses are unable to meet the diversified and personalized needs of innovative thinking, entrepreneurial knowledge and relevant ability exercises, that are disiderated by students for their ever-increasing innovation and entrepreneurial activities. In the mentioned financial university's training program for undergraduate students before the implementation of the "new economic management" strategy, the minimum credit requirement for the innovation and entrepreneurship platform is 6, and the curriculum settings are as follows, 1 credit for Career Guidance (compulsory), 1 credit for Entrepreneurship Foundation (compulsory), and students can choose to use off-campus practice credits to replace 4 credits of this platform or take courses within the platform. No matter from the credit settings of the training program or the course offerings, they are far from meeting the talents-training requirements in the "New Economic Management" construction project. According to the survey, 71.88% of the students

choose the systematic courses offered by entrepreneurs and career-creating talents, and 66.25% of them want to see the establishment of the courses themed of entrepreneurship training and practicing. Colleges and universities should improve the curriculum system, increase the credits of innovation and entrepreneurship, and reform the innovation and entrepreneurship courses to meet the innovation and entrepreneurship needs of college students.

2.3. The Lack of Innovation and Entrepreneurship Practice

At present, innovation and entrepreneurship education in colleges and universities has more theoretical inculcation for students and fewer practical training programs that are welcomed by students. The students' understanding of innovation and entrepreneurship education only exists in the cognitive field and has not been transferred to practical skills. According to the study, 72.87% of students hope that the university can provide more innovation and entrepreneurship social practice or practical opportunities to cultivate the relative abilities. In recent years, the university has organized students to actively participate in innovation and entrepreneurship events such as "Internet +" and "Challenge Cup". Though they have made significant breakthroughs, the overall level of innovation and entrepreneurship literacy training and practical exercises are still insufficient, most students are still in a passive position. On the other hand, the practice carrier of innovation and entrepreneurship education is not rich enough, and the business incubation bases and makerspaces provided by relevant departments in the school still have some problems, for example, limited resources, small space, simple equipment, inflexible operation mechanism, and little financial support, etc. Innovation and entrepreneurship education is a manifestation from within the knowledge of the deductive logic of "generation-application" [3]. The lack of opportunities for practical exercises of innovation and entrepreneurship projects will obviously hinder the smooth development of real innovation and entrepreneurship activities.

2.4. Inadequate Teacher Group

With the gradual development of innovation and entrepreneurship education, the contradiction between the increasing number of students' innovative and entrepreneurial activities and the lack of professionalism and single structure of the mentor team is becoming more and more prominent. In the survey about the difficulties of students in innovation and entrepreneurship activities, 78.12% of students tick the choice "lack of professional teachers' guidance". The first performance of the Inadequate teacher group is the lack of "proficiency". Most of the entrepreneurship courses in colleges and universities are taught by teachers from career guidance centers or management faculties, and there are few teachers who have received training or certification from professional institutions, they themselves are lack of systematized and professional knowledge. Furthermore, they are gradually lack of entrepreneurial experiences, this lead to a indisposed instructual and educational achievements. Secondly, the structure is single, as innovation and entrepreneurship education should be a subject of linkage and cooperation among all sectors of society, which requires universities to cooperate with the government, industry and social institutions to form a joint effort to educate people. But at present, most teachers within the university are responsible for lectures and practical guidance tasks, few real entrepreneurs or successful career-creating people are involved, active integration of teachers from all parties are lacked.

3. Exploration of Innovation and Entrepreneurship Education for College Students

3.1. Create a Cultural Environment for Innovation and Entrepreneurship, Stimulate the Potential of Innovation and Entrepreneurship

To improve the enthusiasm for college students' innovation and entrepreneurship, it should start from creating a good cultural circumstance, forming innovation awareness and stimulating innovation and entrepreneurial motivation and potential. Firstly, in the progress of professional courses teaching and social practices, teachers should strengthen the cultivation of students' innovative and entrepreneurial spirits, and guide students to explore actively and bravely. Secondly, in the guidance of students' employment, students should be guided to actively change their ideas about employment towards a diversified one. They should be taught to break through the shackles of traditional concepts, and be brave to innovate and start a business. Furthermore, strengthen consensus propaganda in the construction of campus innovation and entrepreneurship culture, and using online and offline channels such as show-windows, cultural corridors, campus network and microblogs, etc to create a good atmosphere of innovation and entrepreneurship culture. And the role of typical demonstration of successful innovators and entrepreneurs should be actively played to stimulate students' motivation and potential for innovation and entrepreneurship.

3.2. Optimize the Innovation and Entrepreneurship Curriculum System, Enhance the Vitality of Innovation and Entrepreneurship Education

Innovation and entrepreneurship education in colleges and universities should adhere to the construction of the curriculum as a grasp. It should not only focus on the systematic teaching of theoretical knowledge, but also strengthen the effective exercise of practical ability. The curriculums should focus on the innovation awareness, entrepreneurship, entrepreneurial planning and entrepreneurial practice and other aspects about college students. The courses should also be set around the construction of basic courses, case studies, open experiments and innovation and entrepreneurship practical training courses and hierarchical curriculum education system. In the development strategy of "New Economics and Management", the mentioned university of finance and economics has comprehensively revised its talents training program, innovated the former seven modules, optimized the curriculum system. Also cultivate students' interest in building a system of interdisciplinarity, penetration and integration, and promote the integration of innovation and entrepreneurship education and subject expertise education. It has increased the credits of innovation and entrepreneurship practice platform from 6 credits to 28 credits, including the credits of discipline competitions and innovation and entrepreneurship, and offered courses of innovation practice, project development and entrepreneurship foundation, etc.

3.3. Strengthen the Mechanism of Discipline Competition, Strengthen the Sustainable Development of Innovation and Entrepreneurship Education

The construction of a good mechanism of academic competition is an effective platform for students to cultivate their innovation spirit, enhance their practical ability, integrate their interdisciplinary disciplines and improve their comprehensive quality, which can prompt students to change from passively "receiving" from teachers to actively consulting literature and actively exploring knowledge application in practice. The university of finance and economics, combined the strategic project of "New Economics and Management" with its school-running characteristics, insists on promoting construction, learning, teaching and reform with the competitions, stimulating students' interests in innovation and entrepreneurship and cultivating their scientific research ability and innovation spirit. In the

talent training program, the university requires its students to complete 10 credits of discipline competition during college. And the combination of discipline competitions and professional education, can effectively improve students' professional knowledge, innovation literacy and practical ability In practice. The university will continue to strengthen the normalization and institutionalization of disciplinary competitions, strengthen the integration of the "high starting point, omnibearing, multi-dimensional" discipline competitions and the construction of the university's "double first-class", and explore a sustainable development path for the school's innovation and entrepreneurship education.

3.4. Improve the Practice Education Platform, Promote the Application of the Innovation and Entrepreneurship Education

High-quality practical teaching is a critical part of high-level undergraduate education and teaching. Colleges and universities should take various measures to comprehensively deepen the reform of practical teaching and continuously strengthen the construction of practical education cultivating platform. First, a complete practical teaching system should be designed to effectively combine the in-depth development of innovation and entrepreneurship education with practical teaching reform. Establishing a diversified practical teaching mode, strengthen the development of innovative and comprehensive experimental projects, and highlight the practical requirements of innovation and entrepreneurship in course design, special topic design and graduation design. The university of finance and economics focuses on the development strategy of "New Economics and Management", strengthens the cultivation of students' innovation and practical ability in the revision of talent cultivation program, and significantly increases the proportion of practical credits in the credit setting of cultivation program, and the revision are as follows: In economics and management majors, it accounts for no less than 25% of the total credits, in science and engineering majors ,it accounts for no less than 30%, and it accounts for no less than 50% in art majors and no less than 20% in other majors. The new 15-credit education courses, including innovation and entrepreneurship modules, students can choose to complete credits in the form of discipline competition, scientific research and innovation, entrepreneurial practice, qualification acquiring, cultural and sports club participating, military service joining, overseas exchange and other flexible forms according to their personal strengths and interests. Secondly, the innovation and entrepreneurship practice bases should be improved to promote the experimental teaching conditions, increase the open utilization rate of various laboratories, cultivate students' innovation awareness, and encourage students to transform their research achievements through innovation and entrepreneurship practice activities. At the same time, "innovation and entrepreneurship laboratory" and "school-enterprise cooperation laboratory" can also be built to improve the innovation and entrepreneurship practice ability of students in the university.

3.5. Cooperate with the Construction of Faculty, Improve the Cooperation of Innovation and Entrepreneurship Education

The importance of innovation and entrepreneurship education has been recognized by the whole society for a long period of time. Universities and colleges should collaborate and integrate the resources and strengths of multiple parties from in and around the university, society, government and enterprises to form a joint effort to educate people and omnibearingly promote and educate students on innovation and entrepreneurship. High-quality and professional teacher group is the key to improve the effect of innovation and entrepreneurship education. First of all, the innovation and entrepreneurship literacy of teachers in school should be strengthened. On the one hand, teachers in school should keep abreast of the frontier information within the profession, develop innovative ways of thinking and improve innovation and entrepreneurship literacy. On the other hand, the teachers can actively enter enterprises for researching, exchanging, training and taking a temporary post to improve the integration of

professional knowledge and practical training and enhance professional teachers' abilities of dual innovation and guide students to develop their thinking. Secondly, it is necessary to strengthen the construction of off-campus faculty. From one perspective, the school can hire excellent off-campus experts, researchers and other professional and technical personnels for different curriculum needs to build an interdisciplinary off-campus dual-innovation teaching team [4] to teach cutting-edge entrepreneurial knowledge and entrepreneurial technology. From the other perspective, government officials, successful entrepreneurs, and outstanding entrepreneurial talents in the industrial field can be invited to give special lectures and reports to interpret entrepreneurial policies, teach successful entrepreneurial experiences, and lead students in simulated dual-innovation training. Students can be guided to actively construct, understand, and internalize the learned knowledge to form their personal abilities and the development of innovation and entrepreneurial abilities [5] can be promoted.

The in-depth and effective development of innovation and entrepreneurship education for college students can not only improve the talent training mode in colleges and universities, but also can be an important indicator for the evaluation of the quality of education and teaching in colleges and universities. In the context of embracing the new era and building a "new economic management", it is necessary to integrate resources and strengths, conduct systematic and all-round education and guidance for students, and cultivate high-quality new talents with innovative and entrepreneurial awareness, thinking and ability.

Conflicts of Interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

Acknowledgments

This study was funded by the projects "Supply and Demand Matching Employment Education in Ministry of Education Project" (20220104461), "Quality Project for Tertiary Education Schools in Anhui Province" (2020jyxm0030), "Anhui University of Finance and Economics Scientific Research Fund Project" (ACKYC21050), "Social Science Planning in Bengbu City Project" (BB22B004).

References

- [1] Wang Hongcai, Tang Jian. Innovation and entrepreneurship education: the key to the connotative development of higher education [J]. Journal of Wuhan University of Science and Technology (Social Science Edition), 2021(1):110-116.
- [2] Shi Li, Li Jizhen. Innovation and entrepreneurship education in higher education: connotation, dilemma and path optimization [J]. Heilongjiang Higher Education Research, 2021, 39(02): 100-104.
- [3] Su Kezhi, Song Dan, Zhao Zhe. The logical composition, realistic obstacle and long-term mechanism of university innovation and entrepreneurship education [J]. Modern Education Management, 2022(03):40-47.
- [4] Jing Pengfei, He Lina, Song Ruibo, et al. Exploring the integration of professional courses and innovation and entrepreneurship education in local applied undergraduate universities [J]. Chinese Higher Education, 2021(24): 47-49.
- [5] Li Yayuan. The goals, principles and path optimization of college students' innovation and entrepreneurship education [J]. Thought Theory Education, 2015(10):83-87.