

Analysis on the Problems of Innovation and Entrepreneurship Education in Colleges and Universities

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Abstract: With the acceleration of economic globalization and the deepening of China's reform and opening-up, the demand for various talents is showing a trend of diversification. In this context, colleges and universities should make full use of their own advantages and characteristics, actively carry out innovation and entrepreneurship education, and cultivate more high-quality compound talents for the society. However, judging from the current situation, there are still some colleges and universities that lack the attention to and understanding of the importance of innovation and entrepreneurship education.

Keywords: Colleges and universities; Innovation and entrepreneurship education; Problems

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1. Introduction

Through the development of innovation and entrepreneurship education, college students can make better use of their own advantages and make reasonable plans for the future. These training methods include not only the in-depth study of basic subject theories, but also the cultivation of innovative thinking and entrepreneurial spirit, encouraging them to participate in the actual work of socialist modernization, so as to be more beneficial to the society. By providing comprehensive innovation and entrepreneurship education, college students can better adapt to the challenges of the workplace and cultivate their innovative thinking and entrepreneurial ability. In this way, they not only can learn entrepreneurial skills, but also cultivate their mentality and will to face challenges and take risks ^[1]. In addition to helping students to gain practical experience and develop practical skills, more importantly, it can lay a good foundation for students' development and enable them to achieve greater achievements in their future careers. With a series of policies to support employment and entrepreneurship launched by the government, the college students will achieve brilliant achievements in their life journey and realize their own life value ^[2].

2. Analysis of the causes of existing problems in innovation and entrepreneurship education in colleges and universities

2.1. Imperfect curriculum system of innovation and entrepreneurship education

Although innovation and entrepreneurship education and professional education are closely related, due to the lack of effective structural arrangements, there are significant differences in their curriculum arrangements, and they are independent of each other. The lack of effective innovation and entrepreneurship education leads to the inability of the curriculum system of professional education to fully play its role and provide strong support for students' innovation and entrepreneurship activities.

In the talent training plan, the goal setting of students' innovation and entrepreneurship education is not clear, and the cultivation of innovative thinking and practical skills is not emphasized^[3]. Although some schools include innovation and entrepreneurship education in their undergraduate teaching plans and offer related elective courses or lectures, most of these courses remain on the surface and cannot fundamentally improve students' comprehensive quality and practical application skills. In addition, some colleges and universities simply regard innovation and entrepreneurship education as a commercial activity rather than real entrepreneurship education. Some schools even merely provide services such as entrepreneurship and simulation training. This shows that the curriculum of innovation and entrepreneurship education in Chinese colleges and universities is unreasonable^[4].

Although the education authorities have incorporated innovation and entrepreneurship courses into the professional talent training program, due to the lack of systematic design, the curriculum mainly focuses on theoretical teaching. In some places, Internet platform courses such as Chaoxing Erya and Wisdom Tree are adopted. The content of these online courses diverts attention from practical activities, resulting in low achievement of the course training objectives^[5].

Innovation and entrepreneurship education aims to cultivate students' creativity and innovative spirit. It not only requires students to master basic theoretical knowledge, but also requires them to improve their innovation skills through practical activities, thus guaranteeing students' theoretical and practical knowledge. It is an important topic that most colleges and universities ignore today.

Although most enterprise groups actively respond to the new slogan put forward by the state and actively cooperate with schools, but since school-enterprise cooperation is still in the development stage, most enterprises focus on profit. The awareness of integrating innovation and entrepreneurship into college education is low, which also limits the space and time for practical development of innovation and entrepreneurship education in colleges and universities.

2.2. Insufficient teachers for innovation and entrepreneurship education

In innovation and entrepreneurship education, the roles of teachers include guiding ideas, teaching of basic entrepreneurship knowledge, guiding practical skills, acting as psychological mediation and assistance to solve specific problems, and providing attention and slowly withdrawing after the students' ability in this area matures.

Due to the insufficient number of teachers with substantial entrepreneurial experience, teachers are unable to undertake the teaching tasks of innovation and entrepreneurship education courses, and there is nowhere to introduce excellent teachers.

At present, due to the lack of academic backbone, the teaching tasks of innovation and entrepreneurship courses are mainly completed by counselors or teachers of professional courses on a part-time basis. As a result, some teachers have a shallow understanding of innovation and entrepreneurship education, which also makes

the development of the curriculum system difficult, with a lack of academic leadership and effective education ^[6].

Due to the lack of sufficient attention, part-time teachers' teaching goals are only to complete the teaching tasks, without in-depth exploration of the connotation and goals of innovation and entrepreneurship education. They think that the expected teaching effect can be achieved if the relevant theoretical knowledge is clearly explained, ignoring the improvement of students' practical application skills and comprehensive quality, which leads to low achievement of course objectives.

Due to the lack of practical experience in innovation and entrepreneurship, many teachers have not received sufficient training and opportunity to participate in field inspections and research of enterprises. This causes them to have a lack of keen insight into the changes in the market and industry, thus limiting their effectiveness in the field of innovation and entrepreneurship when teaching and mentoring students. In the process of teaching, many teachers only care about imparting knowledge and skills, but they ignore the actual needs of students, which seriously affects the quality of professional courses. Although some teachers have a solid academic foundation and rich teaching experience, they still cannot accurately respond to the complex challenges in real life. In view of the current social environment, students may encounter many psychological challenges, and even experience resistance and disgust, which will significantly affect the development of high-quality talents with innovative thinking and practical skills ^[7].

The only way to solve the problem of insufficient teachers is the cooperation between schools and enterprises. School teachers can teach the theoretical part, and the part-time teachers hired by the enterprise can introduce about the practical part of the business.

2.3. Lack of awareness of innovation and entrepreneurship education among students

Entrepreneurial awareness is a person's subconsciousness, which can be tapped into and is affected by many external factors, such as the cultivation of abilities and the awakening of consciousness. If the consciousness is not strong, the subconscious cannot be tapped into. For those with a strong sense of entrepreneurship, when it comes to related fields, they will immediately show excitement and desire. People who do not have a strong sense of entrepreneurship are prone to frustration and complaints when facing difficulties in the subsequent entrepreneurship process.

The purpose of launching innovation and entrepreneurship education is to provide more opportunities for students who are likely to engage in entrepreneurship in the future, so that they can meet the requirements of entrepreneurship in terms of comprehensive quality. Even if they choose a non-entrepreneurship career in the future, this quality can also be used in any future career circumstances. Due to a lack of in-depth research and interpretation of the goals of innovation and entrepreneurship education by course teachers, students lack awareness of this course, and they focus more on being able to stabilize their jobs in the future rather than taking entrepreneurship as a development opportunity. Therefore, they think of the innovation and entrepreneurship course as a guide, not an opportunity for their own development, so they do not pay much attention to the study of this course ^[8].

Additionally, there is a lack of practical guidance. Although the school's innovation and entrepreneurship courses have given students some guidance, due to information asymmetry, some entrepreneurial students still cannot obtain complete entrepreneurship policy guidance and practical training, which makes the entrepreneurial journey more difficult. For example, guidance to problems is provided in the process of market research, but no guidance is provided when facing difficulties in actual operation ^[9,10].

2.4. Weak culture concept of innovation and entrepreneurship

The culture concept of innovation and entrepreneurship mainly refers to the cultural concept, value concept, and personal consciousness that guide practical activities in the process of innovation and entrepreneurship. These cultural concepts are especially reflected in the ideological attitude and goal of the main body of innovation and entrepreneurship. The quality of teachers is an important content of the quality training of college students. The results show that the current graduates of vocational technical colleges in China have a weak concept and insufficient understanding of innovation and entrepreneurship, and there is a low degree of participation in it. In the “Basic Teaching Syllabus for Entrepreneurship of College Students” issued by the Ministry of Education, entrepreneurship is defined as an activity that is not limited by existing resources, seeks opportunities, and uses this as the goal to realize value. 28.81% of the students think that the purpose of starting a business is to become the general manager, but this kind of understanding is not sufficient. If people have the spirit of pioneering and innovation, they can make their own contribution to social and economic development no matter they are a boss or a part-time worker. They can bring more economic and social value to the career, and follow the goals to accomplish more achievements. 27.12% of college students are in favor of entrepreneurship, but are unwilling to participate, indicating that college students are not very enthusiastic about entrepreneurship. The survey results show that during college, college students lack the concept and enthusiasm for innovation and entrepreneurship. For this reason, higher vocational technical colleges should strengthen the cultivation of the concept of innovation and entrepreneurship, so that they can actively participate in the learning of innovation and entrepreneurship in practice. 3.2% of the students participated in more than 10 enterprise innovation and entrepreneurship activities held by the colleges and universities. In addition, more than half (50.47%) of the students have never participated in the innovation and entrepreneurship activities carried out by colleges and universities. Based on this, the innovation and entrepreneurship activities that college students engage in in colleges and universities are very limited. Some college students have never carried out a scientific and reasonable practical activity at all, which has a great impact on college students’ entry into social employment.

2.5. Imperfect construction of innovation and entrepreneurship education platform

At present, the innovation and entrepreneurship education platforms of colleges and universities are mostly limited to their own laboratories and practice bases, which cannot effectively integrate high-quality internal resources, resources between enterprises and universities, and lack the concept of collaborative cooperation. In addition to the on-campus practice, the individual development of students is also restricted, and it is difficult for them to choose according to their own interests and strengths, which makes the teaching process more boring. Moreover, the engineering practice in the colleges and universities is often out of touch with the actual engineering situation. The course design and graduation of students are limited by time, conditions, and workload, which leads to their lack of subjective initiative and poor practice effect. For example, the college has an innovation and entrepreneurship project called “Entrepreneur Space.” However, this project is led by teachers, and students are only responsible for completing the corresponding tasks, without focusing on students’ comprehensive qualities such as initiative, creative thinking, and hands-on practice. In addition, although the college has established the College of Innovation and Entrepreneurship, it is not managed as an independent institution and it has not established a special tutor system ^[11-13].

2.6. Lack of an integrated performance evaluation system for innovation and entrepreneurship education

The effects of innovation and entrepreneurship education in colleges and universities can be evaluated through the improvement of students’ innovation skills, the success of students’ innovation activities, the teaching

quality of innovative teachers. An excellent performance evaluation system can effectively help colleges and universities to better manage and cultivate innovative and entrepreneurial talents. However, till today, the colleges and universities in China have not yet established an integrated and authoritative evaluation system for innovation and entrepreneurship. Although various evaluation systems for colleges and students have been widely studied, they are still not integrated. For example, in the assessment of students' academic and practical performance, scientific research results, etc., the evaluation methods adopted by each college and university are different. The growth experience varies from person to person, their values will also vary greatly, so it is difficult for these evaluation indicators to be completely consistent. In addition, some evaluation indicators are not included in the corresponding weight ^[14-16].

3. Conclusion

To sum up, in order to better promote the development of innovation and entrepreneurship in colleges and universities, it is necessary to strengthen the support for innovation and entrepreneurship, create a good atmosphere for innovation and entrepreneurship, and enhance students' innovative spirit. It is also important to strengthen the training of experts, optimize teaching methods, establish a scientific curriculum system, create a practical learning platform, and formulate a complete set of evaluation standards for innovation and entrepreneurship education. These can ensure that the development of innovation and entrepreneurship in China is effectively supported.

Disclosure statement

The author declares no conflicts of interest.

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