

# University International Innovation and Entrepreneurship Talent Cultivation

Peng Du\*

Dalian Ocean University, Dalian, Liaoning, 116023, China

**Abstract:** Under the background of the implementation of innovative construction in the country, the whole society is eager to have a large number of innovative and entrepreneurial talents. Therefore, as a new era of higher education schools, students must pay attention to students' innovation and entrepreneurship education in the practice of education. At present, many universities in China have adopted the model of school-enterprise cooperation in the practice of innovation and entrepreneurship education. The following is a discussion of the feasibility and implementation of the implementation of the school-enterprise cooperation talent training model.

**Keywords:** Schools, Universities, Innovation and entrepreneurship education, Talent training model, School-enterprise cooperation

**Publication date:** December, 2019

**Publication online:** 31 December, 2019

**\*Corresponding author:** Peng Du, 510276451@qq.com

## 1 Introduction

At present, China's colleges and universities should actively adopt a new model of school-enterprise cooperation in the practice of education. In order to meet the huge demand for innovative and entrepreneurial talent resources in the new countries, the following is mainly from the level of school-enterprise cooperation.

## 2 Feasibility of training talents in school-enterprise cooperation innovation and entrepreneurship education

For universities and enterprises, the use of school-enterprise cooperation mode to cultivate innovative

entrepreneurial talents can achieve mutual benefit and win-win results. On one hand, college students can receive systematic knowledge and learning, these students tend to have very high quality. Under the school-enterprise cooperation mode, students can walk into the enterprise and strengthen the cultivation of practical ability, so that students can enhance their innovation and entrepreneurial ability and workplace competitiveness in practice, and lay a good foundation for future entrepreneurship or entry into the workplace. Really grow into a skilled and skilled technical talent. In addition, companies can provide students with the opportunity to exercise, and they can achieve the goal of saving labour costs. And the school does not need to invest too much money to build a practice base for students, and the saved funds can be invested in school construction in another way, let students learn and experience a better environment. Furthermore, under the school-enterprise cooperation model, enterprises can obtain very advanced scientific research results and intangible capital to a certain extent, thus achieving higher returns.

In addition, from the perspective of the cost of innovation and entrepreneurship education, the application of the school-enterprise cooperation model is very feasible. Because both schools and enterprises rely on their own advantages and hardware and software conditions to carry out innovation and entrepreneurship training cooperation. It does not require additional capital investment; for universities, establishing a stable cooperative relationship with enterprises can enable the school to obtain excellent and professional faculty and achieve the complementarity of human resources. After a period of practical study, students can not only quickly understand the corporate culture and work needs, but also put themselves in the environment of innovation

and entrepreneurship to understand the needs of the workplace in advance, so that when they return to the school classroom, they will promptly check and fill the gaps.

In terms of personnel training funds, enterprises can use part of the funds originally used for social welfare to support students in implementing innovative and entrepreneurial projects and guiding them to stand out in a highly competitive market. This more efficient social welfare not only enables enterprises to enhance their sense of social responsibility, but also enhances the image and social influence of the company invisibly. For entrepreneurial enterprises, the hardware facilities themselves are the best practice platform, and there is no need to purchase equipment or cultivate talents. It can provide a good foundation and conditions for talent training workers.

### **3 Research status of innovation and entrepreneurship education at home and abroad**

Foreign research on college students' innovation and entrepreneurship education is relatively mature. In some countries, colleges and universities once listed innovation and entrepreneurship education as the theme of school education activities. In the United States, when they carry out college education and teaching, they attach great importance to the cultivation of students' innovative and entrepreneurial abilities. Professor Tolans once said that "the key to the cultivation of innovative entrepreneurship is how to train students' personality and how to create an atmosphere of innovation and entrepreneurship for students", while Harvard University puts forward reconstructing free education and cultivating all aspects. The simple concept of "coordinating the development of people", in their consciousness, the main learning task for college students to enter the school is to accept the education concept of how to better think independently. In the countries of the western countries, they are in the process of carrying out college education and teaching. The main goal is to train students to form critical thinking, so that they have the awareness of independent thinking. And this is the noble quality that contemporary creative entrepreneurs have.

European countries are a relatively free country. They are very advocating the quality of students' challenging authority. Therefore, they will let students subtly accept innovative education in their daily teaching work. In

Germany, they believe that the main task of university education is to cultivate students' ability to innovate and start a business. Therefore, German university students, especially those with distinct personality, will receive the respect of teachers in the school. Under this teaching mode, students, Wisdom, body, beauty, labour, etc. will achieve balanced development and eventually grow into high-quality professional-level talents. For example, at the Technical University of Munich in southern Germany, when a freshman enters the school, he will receive a special test, which is a tendency test for individual needs. This will highlight the individualized training of the school in the later education and teaching work, and will be at the forefront. Science and technology are integrated into the school's training and teaching work, students can actively explore the most probable subjects according to their individual needs, and become a special student in certain aspects<sup>[1]</sup>.

For a long time, China's efficient education has been relatively deeply influenced by the traditional education model. As a result, the ability to cultivate students' innovation and entrepreneurship and awareness are lagging behind. In recent years, with the implementation of high-efficiency education reform and the strong support of relevant national policies, colleges and universities have actively carried out school-enterprise cooperation and the construction of entrepreneurship platforms. Starting from the characteristics of professional education, we will strive to cultivate professional technical talents, encourage the development of innovative and entrepreneurial students, and effectively improve the employment skills and entrepreneurial level of students.

## **4 Problems in the training of innovative and entrepreneurial talents in colleges and universities**

### **4.1 Lag of innovation and entrepreneurship educational philosophy**

From the analysis of the current situation of the cultivation of innovative and entrepreneurial talents in some universities in China at present, some colleges and universities lack a clear understanding of innovation and entrepreneurship education, and they are still worried about the difficulty of graduates in employment. This is because they have not built the innovation and entrepreneurship education on the basis

of guiding student's achievements, and they are not aware of the value that will be brought to the growth of students by applying the concept of innovation and entrepreneurship education to daily education and teaching. In this environment, the concept of innovation and entrepreneurship education will become two skins with the school personnel training system, which cannot be mutually blended and cannot effectively improve the overall quality of students<sup>[2]</sup>.

#### **4.2 Lack of systematic innovation and entrepreneurship courses**

At this stage, the setting of innovation and entrepreneurship courses in some universities in China is relatively fragmented. There is no perfect curriculum at all, and the curriculum is still in the second classroom. Da Chuang project guidance, such a curriculum setting is untargeted and systematic, so that the innovation and entrepreneurship education carried out is very amateur and cannot be integrated with the discipline construction.

#### **4.3 Teacher resources are relatively scarce**

With the further development of the times, some college teachers are in an aging state. When conducting innovation and entrepreneurship education, the professional teachers are weak, and some teachers are not high enough to be qualified for the innovation and entrepreneurship curriculum. Even though some teachers are able to work in this area, they have never received systematic innovation and entrepreneurship education, a serious lack of entrepreneurial education knowledge, and lack of relevant experience. In the work practice, the content of the course taught is biased towards theorization, and it is difficult to meet the quality requirements of teaching.

#### **4.4 Weak practical teaching**

In order to truly improve the quality of innovation and entrepreneurship education, it is necessary to strengthen the integration of rational and practical teaching in the practice of teaching work. Through theoretical knowledge learning and practical operation exercises, we can train qualified and innovative talents for the society. At present, many universities in China are really implementing the work of innovation and entrepreneurship education. A university student entrepreneurship park, a science and Technology Park, and an entrepreneurial base have been established in the school, but the foundation is relatively weak. There are

many problems in the investment and utilization of the practice platform, which limits the smooth development of innovation and entrepreneurship services.

### **5 Strategies for the cultivation of talents in innovation and entrepreneurship education in universities**

#### **5.1 Update the concept of innovative entrepreneurship education**

The reason why the United States was the first to implement entrepreneurial education efficiently was because after the end of the Second World War, there were many American veterans and there were serious shortages of social jobs. A large number of entrepreneurial talents must be trained to solve the employment problem, and the target is very strong. Nowadays, the concept of colleges and universities has changed. Instead of cultivating entrepreneurs as the main teaching goal, we will target the innovation and entrepreneurship education of colleges and universities to cultivate the "entrepreneurial genetic code" for future generations and inherit the entrepreneurial spirit passed down from generation to generation.

With the continuous advancement of education reform, the connotation of contemporary education work has also been effectively extended, and the concept of innovation and entrepreneurship education in universities has also undergone major changes. The focus of work has gradually shifted from cultivating students' awareness of innovation and entrepreneurship to creating an atmosphere of innovation and entrepreneurship in the whole society. The main purpose of the innovation and entrepreneurship education in colleges and universities is to help students to be able to work smoothly, but at the same time, do not neglect the cultivation of students' relevant abilities and neglect the cultivation of innovative spirit. The significance of carrying out innovation and entrepreneurship education in colleges and universities does not lie in how many CEOs can be cultivated for the society, but through the development of innovative entrepreneurship, the concepts of educators and educators can be updated. Being able to complete the teaching and learning tasks with an innovative mindset, in short, as a contemporary qualified educator, we must strive to update our concepts and regard it as our responsibility to cultivate students' awareness and ability to innovate and start a business<sup>[3]</sup>.

## 5.2 Deepen school-enterprise cooperation

Schools and enterprises participate in the practice of innovation and entrepreneurship education. Their main purpose is to be able to exert their respective advantages and jointly develop qualified high-quality talents for the society. Under the school-enterprise cooperative teaching mode, schools and enterprises can find the intersection of innovation and entrepreneurship education. That is to jointly cultivate innovative and applicable talents for the society. In order to achieve this goal, schools should take the initiative to work with enterprises to develop innovative talent training plans, goals, methods and content, so as to effectively improve the efficiency of cooperation and training. At the same time, schools should also realize the sharing of educational resources and enterprises, and build a school-enterprise cooperation and communication platform, combining their strengths and weaknesses. Learn from each other's strengths and complement each other to achieve the goal of training innovative and entrepreneurial talents. In response to this goal, enterprises must also fulfil their social public welfare obligations, and will provide useful talents for the talent market as their social responsibility, and actively cooperate with the school to complete the talent development plan. Schools and enterprises must also use their own basic conditions to establish an application platform. The school provides professional theoretical research teams and experimental teaching conditions, while enterprises can provide hardware facilities and technology. Provide a platform for students to acquire rich knowledge and improve practical skills, so that students can apply the theoretical foundations they have learned to practice.

In order to ensure the smooth development of school-enterprise cooperation, schools and enterprises should establish relevant management and feedback mechanisms to follow up the implementation process of the school-enterprise cooperation personnel training model in real time, and strengthen communication. The management of universities and enterprises should communicate in a timely manner and effectively solve the problems encountered during the cooperation. Through the practice of talent cultivation, the application of the school-enterprise cooperation model can not only improve the research capabilities of enterprises, but also further enhance the ability of scientific research applications in schools. It also provides assistance to improve the mechanism of innovation and

entrepreneurship education for college students. It is the most ideal and efficient model for training innovative talents in entrepreneurship education. It is worth learning from the majority of schools and enterprises.

## 5.3 Strengthen the construction of innovative and entrepreneurial education curriculum and improve the teaching system

Nowadays, some colleges and universities in China have gradually realized the system of innovation and entrepreneurship education, and can offer different types of courses for students of different learning levels. Ability to offer courses of different content and difficulty for different groups of students. However, the teaching of innovation and entrepreneurship education always runs through the students' entire learning life, so it must be added to the attention of this work<sup>[4]</sup>. In the practice of innovation and entrepreneurship education, we must first let students master the basic knowledge, and integrate the concept of innovation and entrepreneurship into the professional curriculum outside the independent curriculum. Let the students feel the infiltration education in the eyes and ears, so that their comprehensive quality can be effectively improved. In addition, the work of innovation and entrepreneurship education can not only be limited to the theoretical basis, but should allow students to accumulate more practical experience, and to cultivate their innovative and entrepreneurial ability in the process of participating in the practice and operation.

## 5.4 Pay attention to the improvement of students' practical ability

At this stage, many colleges and universities in China have adopted a variety of teaching methods in the process of implementing innovation and entrepreneurship education. There are traditional teaching methods, entrepreneurial speech-based teaching, practical production case-discussion teaching and laboratory on-site inspection teaching. etc., the common things in these teaching methods are that they are closely related to actual production and have high operability. Therefore, in this practice, all colleges and universities are encouraged to encourage students to participate in classroom activities and extracurricular activities, so that they can express their opinions in free activities and show their talents. Not only can to stimulate their interest in learning, also achieve the purpose of improving their own ability<sup>[5]</sup>.

## 5.5 Strengthen communication and build a practical platform for higher vocational innovation and entrepreneurship

In order to truly implement the work of innovation and entrepreneurship education, schools must strive to create a good learning atmosphere and cultivate students' spirit of active innovation and entrepreneurship. In addition, students should be encouraged to participate in school club activities and encourage them to make rational use of time. On the basis of not affecting academic performance, use leisure time to work and study, not only can it alleviate family stress, but the most important thing is to let students feel the working atmosphere of the company early and lay the foundation for stepping into work practice in the future. When a student has an entrepreneurial intention, the school should try its best to help them realize their dreams, guide them to create small entities with low cost and low risk, and actively contact the market and related enterprises to help students' innovative products go into production.

## 6 Conclusion

The research on the cultivation of students' innovative and entrepreneurial ability in colleges and universities in China is constantly increasing, and the reform and innovation entrepreneurship training mode is constantly being reformed, and a batch of qualified skilled craftsmen are delivered to the society. In this paper, the author combines the current teaching practice of colleges and universities in China, and thinks about how to improve students' comprehensive ability of innovation and entrepreneurship. "Renewing educational concepts, deepening the cooperation

between schools and enterprises, improving the teaching system, improving students' practical ability, and building a platform for innovation and entrepreneurship practice" and other teaching strategies, I hope to help Chinese higher education institutions to train qualified innovative entrepreneurs.

**Fund Project:** Liaoning Education Science Planning Project:

Research on the development strategy of innovation and entrepreneurship talents in colleges and universities (JG18DB061).

Research Project of Liaoning International Education Association:

Research on the Development Strategy of International Innovation and Entrepreneur Talents Cultivation Ecology in Colleges and Universities (18LNGJ041).

## References

- [1] Cai ZQ, Huang XW. The development of college students' innovation and entrepreneurship training program from the perspective of school-enterprise cooperation[J]. Higher Education Forum, 2013(8):38.
- [2] Yang GL, Zeng DM. Constructing an Innovative Education System to Improve College Students' Innovative Spirit and Practical Ability[J]. Laboratory Research and Exploration, 2008(12):4.
- [3] Yi HL, Xue Y, Zhang CY, et al. Construction of off-campus practice base based on school-enterprise cooperation alliance model[J]. Experimental Technology and Management, 2011(4):139.
- [4] Wang XR, Xu XY, Yao WB. School-enterprise cooperation in running schools to train innovative and entrepreneurial senior talents[J]. Pharmaceutical Education, 2009(1):5.
- [5] Yin X, Pei FR. Construction of College Students' Innovation and Entrepreneur Talents Training System[J]. China University Science and Technology. 2015(03).