

# Thinking on Improving Students' Innovation and Entrepreneurship Ability Based on Positive Psychology

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**Abstract:** With the deepening of education reform, innovation, and entrepreneurship education in colleges and universities should be further optimized. Teachers should actively introduce new educational concepts and methods to better engage students in exploring innovation and entrepreneurship knowledge. This approach aims to strengthen their mastery of various knowledge and skills, ultimately enhancing the effectiveness of education. As a popular educational auxiliary resource, integrating positive psychology into innovation and entrepreneurship education can greatly contribute to improving college students' innovation and entrepreneurship abilities. This integration effectively enriches innovation and entrepreneurship education resources, diversifies educational pathways, and significantly promotes students' comprehensive development. In light of this, this paper will analyze the enhancement of students' innovation and entrepreneurship abilities based on positive psychology and propose some strategies for your colleagues' consideration.

**Keywords:** Positive psychology; Students; Innovation and entrepreneurship; Capacity improvement

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## 1. Analysis of the current situation of innovation and entrepreneurship education in colleges and universities

### 1.1. Poor social environment and insufficient awareness of mass innovation and entrepreneurship

Environmental factors significantly influence innovation and entrepreneurship education in colleges and universities. In the current social context of our country, many institutions fail to adequately prioritize innovation and entrepreneurship education. Moreover, some parents harbor reservations or even objections to their children's pursuit of entrepreneurship. They perceive entrepreneurship as highly risky and financially burdensome, fearing it may impose excessive pressure on students. Instead, they often expect their children to secure stable and easily obtainable jobs<sup>[1]</sup>. Additionally, college students tend to passively absorb knowledge during the learning process, lacking clear learning objectives and struggling to apply learned concepts into practice. Furthermore, they often lack essential qualities such as diligence, dedication, and perseverance. These

factors collectively impede the cultivation of college students' awareness of innovation and entrepreneurship and hinder the development of their abilities in these areas.

### **1.2. Lack of comprehensive abilities and poor cooperation skills**

Objectively, enhancing the quality of innovation and entrepreneurship teaching in Chinese colleges and universities hinges on prioritizing the cultivation of students' comprehensive abilities <sup>[2]</sup>. Presently, many students lack self-discipline, determination, and a clear career trajectory, neglecting the enhancement of their overall capabilities. This deficiency undoubtedly constrains the improvement of their innovation and entrepreneurship skills. Additionally, inadequate cooperation skills are prevalent among college students. They often lack a mindset geared towards mutual benefit and exhibit weak communication and collaboration skills. Many prioritize personal interests over collaborative efforts, posing significant obstacles to their future innovation and entrepreneurship endeavors. Self-discipline and determination are pivotal for college students <sup>[3]</sup>; lacking these traits, they may struggle to persist through challenges, consequently impeding their capacity for innovation and entrepreneurial success.

### **1.3. Imperfect curriculum systems and shortage of professional instructors**

To enhance the effectiveness of innovation and entrepreneurship education in college, it is imperative to establish robust curriculum systems and cultivate a cadre of competent entrepreneurship and innovation instructors <sup>[4]</sup>. However, in many Chinese colleges and universities, innovation and entrepreneurship education remains in its infancy. A comprehensive curriculum structure has yet to be developed, and there is a notable scarcity of qualified instructors. While some institutions offer elective innovation and entrepreneurship courses, there is ample room for improvement in terms of course content and teaching methodologies. This deficiency risks diminishing students' interest in innovation and entrepreneurship over time, significantly hampering the successful implementation of future innovation and entrepreneurship education initiatives <sup>[5]</sup>. Furthermore, many college instructors prioritize the transmission of theoretical knowledge and the enhancement of professional competencies, often neglecting the active cultivation of students' innovation and entrepreneurship skills. This oversight presents numerous challenges to innovation and entrepreneurship education in higher education institutions.

## **2. The significance of improving students' innovation and entrepreneurship ability based on positive psychology**

### **2.1. Enhancing teaching effectiveness**

Implementing innovation and entrepreneurship education grounded in positive psychology significantly enhances the actual educational outcomes and further fosters the innovation and entrepreneurship capabilities of college students <sup>[6]</sup>. By optimizing innovation and entrepreneurship education and innovative teaching methodologies, a robust foundation is laid for students to engage in future innovation and entrepreneurial endeavors. This is a crucial step in cultivating students' innovation and entrepreneurship abilities. Educational practice analysis reveals that innovation and entrepreneurship education itself provide strong guidance, enabling students to refine and liberate their thinking. Continuous enhancement of their innovation and entrepreneurship abilities effectively steers them away from pattern-based and imitative learning, thus greatly improving teaching effectiveness <sup>[7]</sup>.

### **2.2. Fostering student development**

Promoting students' innovation and entrepreneurship abilities through the lens of positive psychology contributes to the holistic development of college students, significantly bolstering their future growth.

Innovation serves as the foundation for students to embark on entrepreneurial ventures and is pivotal in enhancing their innovation and entrepreneurship abilities<sup>[8]</sup>. Elevating students' innovation and entrepreneurship abilities stimulates their cognitive potential, enabling them to cultivate a higher level of innovation and entrepreneurship consciousness, which in turn greatly enhances their prospects for employment and career development<sup>[9]</sup>. Furthermore, innovation and entrepreneurship education fosters the expansion of students' ideological horizons and enhances their critical thinking skills, enabling them to approach problems from diverse perspectives.

### **2.3. Addressing employment challenges**

In recent years, the surge in college and university enrollments has exacerbated employment challenges. In response, the Chinese government has introduced various policies, with innovation and entrepreneurship education emerging as a key initiative. By promoting innovation and entrepreneurship abilities grounded in positive psychology, the employment readiness of college students is significantly enhanced, leading to the further development of their comprehensive abilities and capabilities<sup>[10]</sup>. Elevating students' innovation and entrepreneurship abilities provides them with greater development opportunities, enabling them to uphold more advanced employment ideals and contribute to the cultivation of well-rounded talents for society, thus facilitating higher levels of employment for college students.

## **3. Strategies for improving students' innovation and entrepreneurship ability based on positive psychology**

### **3.1. Enhancing positive psychological experience and fostering confidence in innovation and entrepreneurship**

In promoting innovation and entrepreneurship ability through positive psychology, attention should be directed towards cultivating a positive mentality among college students. This aids in establishing a correct and optimistic attitude towards innovation and entrepreneurship, laying a solid foundation for future educational endeavors<sup>[11]</sup>. Confidence plays a pivotal role in the process of innovation and entrepreneurship. With self-assurance, students dare to challenge themselves, confront obstacles with courage, and pursue their innovation and entrepreneurship goals. Positive psychological experiences instill confidence in students, convincing them of their capability to achieve their aspirations, thus propelling them forward. Additionally, introducing positive psychology knowledge effectively ignites students' enthusiasm for innovation and entrepreneurship. A positive attitude towards innovation and entrepreneurship fosters a deeper appreciation for the process, motivating students to invest more effort. This enthusiasm fuels their intrinsic motivation, prompting them to actively seek innovation and entrepreneurship opportunities and continually enhance their innovative abilities<sup>[12]</sup>. Moreover, positive psychology aids in nurturing a resilient mindset among students. In the face of setbacks and challenges inevitable in innovation and entrepreneurship, students with positive psychological experiences tackle adversities optimistically, drawing valuable lessons and adapting their strategies. This resilient mindset enables students to navigate challenges more effectively, hastening their progress toward innovation and entrepreneurship goals. Furthermore, a positive psychological state encourages active participation in various innovation and entrepreneurship activities, honing practical skills. Through continual practice and experience accumulation, students' innovation and entrepreneurship abilities are refined.

Therefore, in college students' innovation and entrepreneurship education, institutions should leverage positive psychological experiences to cultivate students' confidence, enthusiasm, and proactive attitudes toward innovation and entrepreneurship. By nurturing positive and optimistic sentiments regarding innovation and

entrepreneurship, institutions enhance students' motivation and initiative, fostering an environment conducive to improving their innovation and entrepreneurship abilities. In summary, positive psychological experiences play a pivotal role in college students' innovation and entrepreneurship education. Institutions should harness this psychological strategy to cultivate students' confidence, enthusiasm, positive attitudes, and abilities, laying a robust foundation for their future innovation and entrepreneurship endeavors. In the context of the new era, training college students with positive psychological experiences contributes to producing more outstanding innovative and entrepreneurial talents for the nation.

### **3.2. Cultivating innovation and entrepreneurship qualities with positive psychology**

Innovation and entrepreneurship constitute a long-term journey fraught with challenges and obstacles. For college students to thrive in this environment, they require a high level of enthusiasm, resilience, and courage <sup>[13]</sup>. Throughout this journey, students must not only confront practical challenges but also overcome fears and psychological barriers. Consequently, college students must possess robust psychological resilience to engage effectively in innovation and entrepreneurship activities.

In this regard, incorporating positive psychology knowledge into the enhancement of innovation and entrepreneurship abilities enables colleges to provide positive psychological guidance, empowering students to confront problems, difficulties, and challenges with resolve. Positive psychology counseling aids in fostering a positive, healthy, and forward-thinking mindset toward innovation and entrepreneurship, enabling students to remain composed and actively address challenges. In the realm of innovation and entrepreneurship education, professional psychological counselors can be engaged to provide targeted counseling for students with entrepreneurial inclinations and ideas, addressing various psychological challenges they may encounter in their innovation and entrepreneurship journey, thereby laying a solid foundation for their subsequent entrepreneurial endeavors. Additionally, colleges and universities should prioritize the development of students' communication and teamwork skills, facilitating effective collaboration among students in innovation and entrepreneurship endeavors, and collectively tackling challenges <sup>[14]</sup>. Furthermore, organizing various innovation and entrepreneurship practical activities enables students to develop their innovation and entrepreneurship abilities in real-world projects, accruing valuable experience and enhancing their overall competence. In essence, integrating positive psychology into college innovation and entrepreneurship education fosters qualities such as courage among students, enabling them to confront challenges more effectively and overcome obstacles in their pursuit of innovation and entrepreneurship goals.

### **3.3. Providing positive psychology support to enhance the innovation and entrepreneurship ecosystem**

To further enhance the effectiveness of innovation and entrepreneurship education, it is imperative to prioritize research on positive psychology knowledge and theories, providing essential theoretical underpinnings for subsequent educational endeavors and refining the innovation and entrepreneurship ecosystem. Efforts should be multifaceted to create an optimal environment for innovation and entrepreneurship <sup>[15]</sup>.

Primarily, creating a conducive environment for innovation and entrepreneurship is paramount. Educators can disseminate relevant ideas and entrepreneurial spirits through various channels, enabling students to develop a deeper and comprehensive understanding of the allure of innovation and entrepreneurship, thereby fueling their enthusiasm. Secondly, cultivating an innovation and entrepreneurship culture is essential. Educators should not only instill awareness of innovation and entrepreneurship among college students but also integrate innovation and entrepreneurship into the school's cultural fabric. Through seminars, workshops, and other activities, students can develop a more informed and positive perspective on innovation and entrepreneurship.

Additionally, organizing innovation and entrepreneurship competitions empowers students to showcase their talents, fostering innovation and entrepreneurship consciousness, competitiveness, and teamwork <sup>[16]</sup>. Lastly, colleges and universities can provide innovation and entrepreneurship practice platforms tailored to students' needs, facilitating collaboration and exchange, and enriching the innovation and entrepreneurship environment. In conclusion, institutions should leverage positive psychology theory to improve the innovation and entrepreneurship education system, foster a conducive innovation and entrepreneurship environment, and cultivate a new generation of innovative and entrepreneurial talents.

## 4. Conclusion

In conclusion, to enhance the effectiveness of improving students' innovation and entrepreneurship abilities based on positive psychology, several strategies can be employed. Firstly, by enhancing positive psychological experiences and fostering confidence in innovation and entrepreneurship, students can develop a resilient mindset and a proactive attitude towards challenges. Secondly, cultivating innovation and entrepreneurship qualities through positive psychology counseling enables students to confront obstacles with determination and resilience. Lastly, providing positive psychology support and refining the innovation and entrepreneurship ecosystem contribute to creating a conducive environment for innovation and entrepreneurship education. By implementing these strategies, the quality of college students' innovation and entrepreneurship abilities can be significantly enhanced, paving the way for further development.

## Disclosure statement

The author declares no conflict of interest.

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