

Research and Practice on the Implementation Paths of Innovative and Entrepreneurial Education in Local Application-oriented Universities

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Abstract: As the cradle of talent cultivation, universities are also a crucial factor in promoting socio-economic development. With the advancement of economic globalization, the demand for innovative talents in society is steadily increasing. Local application-oriented universities bear the important responsibility of nurturing innovative and entrepreneurial talents to serve the local economy. With the advancement of economic globalization, the demand for innovative talents in society is steadily increasing. Local application-oriented universities bear the important responsibility of nurturing innovative and entrepreneurial talents to serve the local economy. Therefore, how universities can act as guides for innovative and entrepreneurial youth and how they can cultivate the innovative talents needed by society are questions worth pondering. Currently, due to their inherent limitations, local application-oriented universities face many challenges in the process of cultivating innovative and entrepreneurial talents that urgently need to be developed by society. Currently, due to their inherent limitations, local application-oriented universities face many challenges in the process of cultivating innovative and entrepreneurial talents that urgently need to be addressed. The following will mainly explore a few aspects of the implementation paths of innovative and entrepreneurial education in local universities. The following will mainly explore a few aspects of the implementation paths of innovative and entrepreneurial education in local application-oriented universities.

Keywords: Local Application-oriented Universities, Innovation and Entrepreneurship Education, Implementation of the Path.

1. Introduction

Today, in the promotion of quality education for all, the comprehensive quality of talents has gradually become the standard of measurement. In the face of the constantly developing and changing society, it is also an inevitable trend for local colleges and universities to transform into applied technology-oriented colleges and universities. In recent years, under the strong competition, the state advocates and encourages students to start their own business, but entrepreneurship has risks, how colleges and universities can guide students to avoid risks in the process of entrepreneurship, and realize entrepreneurial ideals for the benefit of society, is the opportunity and challenge faced by local applied colleges and universities in the transition.

2. The Current Situation of Innovation and Entrepreneurship Education in Local Applied Colleges and Universities

With the proposal of the national economic strategy of "mass entrepreneurship and innovation", a wave of innovation and entrepreneurship has been set off in colleges and universities across the country, in which college students have become the new force and main force of innovation and entrepreneurship in the current situation of increasing employment pressure. [1][2]As a base for cultivating talents, how can colleges and universities grasp the opportunity of transformation, cultivate college students who can be used by the society, have responsibility and bear responsibility, and explore a way of running schools with distinctive characteristics and in line with the needs of the current

economic and social development. The existing innovation and entrepreneurship education model in colleges and universities is neither mature nor able to stimulate students' interest in entrepreneurship, and it is even impossible to undertake the deepening reform of "dual-creation" education. [3]The reasons are as follows:

(1) Weak faculty. Students spend most of their time in school mainly studying, and they can't fully penetrate into the society to learn experience. School education and most of the continuation of traditional education, innovation and entrepreneurship education requires teachers can not stick to the rules, to a new way of class to guide students to think independently, so the teacher's correct guidance plays a big role, but the school teachers are mainly academic, and it is difficult to set up a team of teachers who can be engaged in academic research and have entrepreneurial experience. At present, the universities in Guizhou are still mainly focusing on the guidance of employment work, and there is no professional innovation and entrepreneurship courses in the schools. Teachers are very rich in theoretical knowledge of books, but due to the fact that teachers do not have professional and systematic training in innovation and entrepreneurship, and lack of specific practical experience, they do not have a deep understanding of innovation and entrepreneurship education, which results in the innovation and entrepreneurship education taught to the students being distorted into "success" education, entrepreneurship education, and the "success" education. Success" education, entrepreneurship education is not to create entrepreneurs, but to cultivate students' concepts, qualities and abilities of innovation and creativity. On the other hand, in terms of teacher selection, the system is not very perfect, and there are many problems to be improved.

(2) Incomplete construction of course content. Local applied colleges and universities are committed to the cultivation of college students' innovation and entrepreneurship awareness, but some of them lack a systematic, scientific and sound operation mechanism to guarantee the long-term development of innovation and entrepreneurship education activities. Most colleges and universities only take innovation and entrepreneurship courses as part of daily teaching, and do not systematically explain the knowledge system of "dual-creation". Students who have taken elective courses on innovation and entrepreneurship do not learn the deep knowledge about entrepreneurship in these courses, and these courses cannot provide them with sufficient theoretical foundation. Many of the main lecturers do not work in enterprises and do not have economic awareness, so the lecturers follow the theoretical knowledge step by step, which is difficult to make the entrepreneurial knowledge reach a certain depth, and the students do not have access to the theoretical knowledge of innovation and entrepreneurship, nor can they accumulate experience in society, which prevents them from forming a systematic mindset. According to the established mode of thinking, innovation and entrepreneurship education is difficult to have a breakthrough progress, the general course of interview skills, resume production knowledge of basic knowledge, for innovation and entrepreneurship practice education does not have any significant effect.

(3) Fragmented system construction. Innovation and entrepreneurship education system needs to have the top-level design of the school, but at present, many universities do not have specialized innovation and entrepreneurship colleges or centers, and there is a situation that innovation and entrepreneurship courses are led by the Academic Affairs Office, innovation and entrepreneurship practice is led by the Department of Academic Engineering and innovation and entrepreneurship competitions are led by the School Committee, which leads to the final fragmentation and lack of synergistic problems. [4] And the innovation and entrepreneurship education mechanism is not sound, there is no clear cultivation program, and the related policy support is not clear, resulting in an imperfect innovation and entrepreneurship protection system. Schools should provide a more perfect platform for innovation and entrepreneurship training, and cultivate college students' independent thinking, good at questioning, innovative spirit of exploration and the will to break through and create character.

3. The Mode of Implementation of Innovation and Entrepreneurship Education in Local Applied Colleges and Universities

As the entrepreneurial environment is constantly changing, the educational concepts of colleges and universities also need to be transformed with the changes of the times. In the work of cultivating innovative and entrepreneurial talents, local colleges and universities have established a new concept of innovative and entrepreneurial education, and in view of the theoretical and practical problems in the innovative and entrepreneurial education of colleges and universities, [5] put forward the "345" mechanism and "1234" new pattern of innovative and entrepreneurial education, with the main purpose of improving the entrepreneurial ability of college students, actively exploring the new path of innovative and

entrepreneurial talents cultivation. In order to improve the entrepreneurial ability of college students as the main theme, we actively explore the new path of innovation and entrepreneurship talent cultivation, and strive to build a new pattern of college construction with the school as the stage and the society as the common participant. On the basis of the existing education, we are trying to find out a set of entrepreneurship education model that combines theory and practice and keeps pace with the times:

(1) Build a new system of innovation and entrepreneurship education. Considering all levels of innovation and entrepreneurship education in local colleges and universities, integrating resources of colleges and universities and society, establishing six systems of innovation and entrepreneurship education objectives, teaching, practice, service, scientific research and guarantee, carrying out a top-level design based on applied undergraduate talent cultivation and enrollment in large categories, and coordinating the planning of sub-groups (science and technology, literature and history, etc.), sub-stages (freshman to senior year), and sub-levels (innovation and entrepreneurship general education to elite education) of the Innovation and entrepreneurship education system. That is to say, "popular education" for students, "systematic education" for students with mature entrepreneurial ideas, "key education" for students with entrepreneurial goals, and "practical education" for students with entrepreneurial practice. We have four levels of "practical education" for students practicing entrepreneurship, and we have created a curriculum system connecting "basic courses, elective courses, core courses and practical courses".

(2) Form new ways of innovation and entrepreneurship education. Attaching importance to "practice, service, motivation" and other educational links to promote the deep integration of professional education, innovation and entrepreneurship education and practice; coupling the six systems, exploring the specific implementation of innovation and entrepreneurship; omni-directional and three-dimensional promotion of innovation and entrepreneurship education and the deep integration of talent cultivation. level" (basic, improvement, innovation) and "three links" (experiment, internship, practical training) throughout the whole process, layered realization, step by step practice teaching system, to cultivate students' practical innovation ability. Colleges and universities let students practically feel the fun of entrepreneurship classroom by carrying out innovation and entrepreneurship competitions, and promote the construction of maker space and online platform of catechism class, so as to provide the necessary foundation for innovation and entrepreneurship activities. Local colleges and universities have cooperated extensively and collaborated with relevant sectors of the society to establish "one-stop" comprehensive service platforms in university science and technology parks, and have implemented progressive entrepreneurial support throughout the whole process.

(3) A new mechanism of innovation and entrepreneurship education has been established. Effectively enhance the sense of responsibility, innovative thinking, innovative entrepreneurial spirit and innovative entrepreneurial ability of college students as the focus, promote the reform of the physical mechanism, and form a new situation of innovation and entrepreneurship education. Construct three platforms of innovation and entrepreneurship education to lay the foundation for the formation of long-term mechanism. At the same time, it serves the exploration of innovation and

entrepreneurship education in the whole province, and gives full play to the role of innovation and entrepreneurship education of the school in demonstrating the radiation of colleges and universities in this province. On the one hand, the university increases the investment in innovation and entrepreneurship education, including manpower investment, financial support and policy guarantee; on the other hand, it seeks to cooperate with the society, and actively cooperates with the government and enterprises in depth, and jointly develops the innovation and entrepreneurship demonstration park.

4. The Way to Implement Innovation and Entrepreneurship Education in Local Applied Colleges and Universities

(1) Cultivate students' entrepreneurial ability. Innovation and entrepreneurship education is a new model of quality education in recent years, as a high-quality source of water to promote the economy, it is the practice and extension of traditional theoretical education. However, what college students get in school is only knowledge at the theoretical level and lack of concrete practice, so the new concept of innovation and entrepreneurship education needs to fundamentally change students' concepts. It can be started from the following aspects: first, combining with campus cultural activities. Create an environment for innovation and entrepreneurship, form a good atmosphere, carry out innovation and entrepreneurship activities, show successful projects to lead the demonstration, and constantly stimulate students' enthusiasm for innovation and entrepreneurship. Secondly, it is combined with professional education. Support students' early participation in subject research, laboratory projects and the creation of their own teams, make full use of the existing advantageous resources of the school, and infiltrate innovation and entrepreneurship education into all aspects of teaching. Third, competition platform. Relying on major practice and scientific research platforms, we build training centers for innovation and entrepreneurship competitions, and explore new modes of innovation and entrepreneurship education training in practice.[6].

(2) Improvement of innovation and entrepreneurship curriculum system. In terms of curriculum, 16 general knowledge, skills and practical training courses on innovation and entrepreneurship education have been opened, the course clusters have been integrated and optimized, and the teaching contents and methods have been reformed. In addition, on the basis of the employment elective courses offered in the past, entrepreneurship courses are added, and in the specific implementation and execution of the courses, led by the Employment Guidance Center, college students interested in entrepreneurship organize competitions to stimulate students' entrepreneurial interest and provide students with an environment and venue to test their knowledge and ability in "practice". On the other hand, the school also explores the innovation and entrepreneurship course planning from practical activities, summarizes the experience in teaching, so as to solve the innovation and entrepreneurship course "difficult to set up the problem". In addition, the assessment index of innovation and entrepreneurship courses should not be based on the results alone, but on the combination of Internet+ teaching mode, classroom teaching and lectures by successful entrepreneurs outside the school, so that the

students can understand the whole aspect of the enterprise knowledge and really come into contact with the theoretical system of innovation and entrepreneurship, which will help to motivate the students to be innovative and dare to practice.

(3) Construction of Teachers and Teaching Staff. Promote the organic integration of innovation and entrepreneurship education with the objectives of talent cultivation, culture construction, teaching platform construction and training mechanism and reform, adopt diversified teaching methods and enrich the education mode. On the one hand, the school should employ different enterprises and social talents to teach teachers, who can not only impart a lot of practical knowledge to students and cultivate their innovative thinking ability, but also can no longer limit the book knowledge to open the entrepreneurial horizons of the students to make up for the current shortcomings of insufficient teacher strength. On the other hand, the establishment of innovation and entrepreneurship education research center and the organization of innovation and entrepreneurship backbone teacher training courses in local colleges and universities will ensure the long-term and effective development of innovation and entrepreneurship education.

(4) School-enterprise cooperation. School-enterprise cooperation is a good way for students to improve their entrepreneurial ability, and entrepreneurship education is closely integrated with social practice, which guides college students to participate in practice at an early stage and combines theoretical knowledge in the classroom with practical ability. Establishment of "345" mechanism, i.e. "three synergistic" institutional mechanism of school-university synergy (famous universities in China), school-local synergy (local government), and school-enterprise synergy (famous enterprises), and "four-creation fusion" results transformation and incubation mechanism. The "three synergies" institutional mechanism, the "four innovation fusion" achievement transformation and incubation platform and the "five-in-one" innovation and entrepreneurship education system. [7-8]Therefore, colleges and universities will send their students to the front line to experience life, feel the charm of entrepreneurship and experience the process of entrepreneurship, so as to pave the way for entrepreneurship in the society.

5. Application Results of the Implementation of Innovation and Entrepreneurship Education in Local Applied Colleges and Universities--Taking Guizhou Normal College as an Example

With the vision of "cultivating the pillars of dual creativity and nurturing talents in Guizhou", Guizhou Normal University actively cooperates with local governments such as Wudang District of Guiyang City, and enterprises such as Microsoft (China) and Longchao Group, relying on the advantages of the school's "One Body, Two Wings", with the characteristics of Creative Education, Artificial Intelligence and Cultural Innovation, to promote cultural inheritance and innovation by cultivating excellent creative and entrepreneurial talents, Cultural Innovation, by cultivating excellent innovative and entrepreneurial talents, promoting cultural heritage and innovation, and providing social and technical services, we have already achieved certain results.

(1) The effect of educating people is remarkable. Since 2018, more than 67.3% of the students in the school have participated in innovation and entrepreneurship activities, more than 48 international awards, 336 national awards, and 557 provincial and ministerial awards. Among them, the awards of "Internet+" and "Youth Creation" are the best in the province.

(2) Improve the ability to transform knowledge into wealth. Students founded 72 companies, 82 studios, 37 companies won three 200,000 grants from local government small and micro enterprises, Wei Nanjing students won the 2017 China College Student Person of the Year Candidate 100, Dai Banner, Xiao Xue and other students won the China Telecom Tianyi Scholarship (Innovation and Entrepreneurship category, 50 people nationwide).

(3) Enhancing students' comprehensive quality and ability. In the past five years, students have published more than 500 papers in public, more than 400 scientific and artistic works, books and patents, and the initial employment rate of graduates has been maintained at more than 90%.

(4) Good social praise. Media tracking reports for many times. The achievements made by the school about innovation and entrepreneurship education have gained wide attention from the society, and have been reported by various news media more than 200 times since 2018, and the achievements have been fully affirmed and praised by leaders, scholars and industry experts at all levels.

(5) The achievements have been highly evaluated by leaders at all levels and leaders of relevant departments. As the only student representative of Guizhou Province, He Xi, a student of our university, participated in the Double Creation Activity Week held in Hangzhou in 2019 and was received by the Premier; the Vice Premier of the State Council visited our project booth at the exhibition of the results of the China "Internet+" College Students Innovation and Entrepreneurship Competition; the Secretary of the Party Committee of Guizhou Province went to our university for an inspection, and spoke highly of the innovation and entrepreneurship work of our university; the Director of the Provincial Department of Education and the Secretary of the Youth League Provincial Committee visited the innovation and entrepreneurship project of our university and spoke highly of it. The Secretary of Guizhou Provincial Party Committee visited our university and highly praised our innovation and entrepreneurship work; the Director of Provincial Education Department and the Secretary of Youth League Provincial Committee visited our innovation and entrepreneurship projects and highly praised them.

6. Conclusion

Through the in-depth analysis of the implementation path of innovation and entrepreneurship education in local applied colleges and universities and the examination of the practical achievements of Guizhou Normal College, we can clearly see the great role of innovation and entrepreneurship education in promoting the transformation of local colleges and universities and the development of social economy. The case of Guizhou Normal College provides a modelable experience for other local colleges and universities. Through continuous reform and innovation, it has established a set of education concepts that keep pace with the times, improved the education system of innovation and entrepreneurship, and set up an effective practice platform and entrepreneurship support mechanism. This not only improves the

entrepreneurial ability and comprehensive quality of students, but also contributes a group of entrepreneurs and innovative talents with knowledge, ability and sense of responsibility to the development of local economy. In the future, when promoting innovation and entrepreneurship education, local universities should continue to make efforts in the following aspects: First, according to the development of local industries and market demand, they should constantly optimize the curriculum and innovate the education mode. The second is to improve the system construction of innovation and entrepreneurship education, promote the in-depth implementation of educational concepts, and strengthen the whole process of practical teaching. Thirdly, deepen the cooperation between schools and enterprises, and open up a wider platform for internship training and entrepreneurship practice, so that students can practice their innovation and entrepreneurship abilities in a real environment. Fourth, optimize the teacher structure, increase the investment in innovation and entrepreneurship education, attract more teachers with actual entrepreneurial experience to join, and improve the quality and effectiveness of teaching. In short, the innovation and entrepreneurship education of local applied colleges and universities should keep close to the pulse of the times, dock to the needs of the society, continue to promote the expansion of the connotation and extension of innovation and entrepreneurship education through comprehensive measures, and strive to create a distinctive and high-efficiency education and training mode, so as to cultivate more high-level innovation and entrepreneurship talents for the sustained and healthy development of the social economy. Through these efforts, we have reason to believe that local universities located at the forefront of the new era will be able to blossom more brilliantly on the road of combining theory and practice, and become an important base for leading social innovation and promoting regional economic prosperity.

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