

Research on The Difficulties and Countermeasures of Developing Innovation and Entrepreneurship Education in Local Universities

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Abstract: Innovation and entrepreneurship education has become an important component of higher education. To improve its education quality and effectiveness is not only the demand of economic and social development, but also the requirement of the Party and national education policy. Based on the analysis of the connotation of innovation and entrepreneurship education, this paper discusses the practical difficulties of local colleges and universities in carrying out innovation and entrepreneurship education, and puts forward the development strategies of innovation and entrepreneurship education.

Keywords: Innovation and entrepreneurship education, Teaching reform, Dilemma, Countermeasures.

1. Introduction

As the main position of cultivating high-quality talents, colleges and universities undertake the important task of cultivating innovative and entrepreneurial talents. Since the Ministry of Education issued the Opinions on Vigorously Promoting Innovation and Entrepreneurship Education in Colleges and Universities and College Students' Self-employment Work, most domestic colleges and universities have successively set up courses related to innovation and entrepreneurship education as required, and promoted the construction of practice platforms, teacher teams and other elements, laying an important foundation for promoting innovation and entrepreneurship education.[1]

In recent years, China has made great efforts to develop innovation and entrepreneurship, especially focusing on supporting college students' entrepreneurship and employment. It has taken "entrepreneurship drives employment" as one of the important strategies to solve college students' employment difficulties, issued policies such as college students' entrepreneurship tax reduction, entrepreneurship loans, and comprehensively deepened the reform of college entrepreneurship education system. Moreover, the state also pays close attention to entrepreneurial willingness. [2]In the Guiding Opinions on Further Supporting College Students' Innovation and Entrepreneurship, the General Office of the State Council pointed out that we should deepen the reform of innovation and entrepreneurship education in colleges and universities, improve the innovation and entrepreneurship education system that integrates classroom teaching, independent learning, practice, guidance and assistance, and cultural guidance, and enhance college students' innovation spirit, entrepreneurship awareness, and innovation and entrepreneurship ability.

In this context, this paper takes innovation and entrepreneurship education in colleges and universities as the research object, and focuses on improving college students' innovation spirit, entrepreneurship awareness, and innovation and entrepreneurship ability. [3]It explores the construction of innovation and entrepreneurship education system in colleges and universities, and tries to solve the problems that restrict

innovation and entrepreneurship education in colleges and universities, in order to provide theoretical reference for improving the effectiveness of innovation and entrepreneurship education in colleges and universities.

2. Connotation of Innovation and Entrepreneurship Education

With the change of social environment and times, the conceptual framework and connotation of innovation and entrepreneurship education are undergoing continuous evolution and change. In May 2010, the Ministry of Education issued the Opinions on Vigorously Promoting Innovation and Entrepreneurship Education in Colleges and Universities and the Work of College Students' Self-employment, which for the first time put forward the concept of "innovation and entrepreneurship education" in the form of a government document. Since then, innovation and entrepreneurship education in colleges and universities has risen to the level of national policy. Deepening the reform of innovation and entrepreneurship education in colleges and universities is an urgent need for the country to implement the innovation driven development strategy and promote the upgrading of economic quality and efficiency. It is also an important measure to promote the comprehensive reform of higher education and promote higher quality entrepreneurship and employment of college graduates. The theory of innovation and entrepreneurship education contains a basic theoretical hypothesis: every college student has the potential of innovation and entrepreneurship. Based on this assumption, the development of innovation and entrepreneurship education has broken through the previous restrictions on the scope of innovation groups, updated the concept of entrepreneurship, and clarified the requirements of innovation and entrepreneurship cultivation in all walks of life. Therefore, to effectively implement innovation and entrepreneurship education, we first need to explain its logical starting point, external drive and practical requirements.[4]

2.1. The Logical Starting Point of Innovation and Entrepreneurship Education

Human society has experienced the development from natural society, industrial society to information technology

society, and the iterative progress of high and new technologies, which has driven the transformation of the focus of education goals. With the rise of knowledge-based economy, knowledge capital has long been embedded in human capital and human resources, becoming the most dynamic part of economic growth and providing enterprises with innovative value, creative thinking and core competitiveness. The emergence of innovation and entrepreneurship education conforms to the deductive logic of "demand application". Innovation education and entrepreneurship education are no longer simply separated, nor is innovation education equal to entrepreneurship education. There is consistency and internal connection between innovation and entrepreneurship education. Its logical starting point is mainly to cultivate new talents with innovative consciousness and entrepreneurial ability, promote social and economic progress with innovative talents, and give full play to people's subjective initiative. Explore innovative factors in all walks of life, inject innovative elements and form a new normal of two wheel drive from scientific and technological support to talent service. This gives innovation and entrepreneurship a broader connotation of educating people, and promotes the development of the internal potential of cultivating innovative talents and the external social entrepreneurship benefits.

2.2. External driving force of policy guidance

During the formation of the concept of innovation and entrepreneurship education, the government played a leading role, reflecting the real Chinese characteristics and the concentrated reflection of the characteristics of China's higher education system. During the development and change of innovation and entrepreneurship education, a series of policy adjustments have been made according to the changes in social needs, indicating that the policy needs to be constantly revised, supplemented and improved according to the problems that have occurred in the implementation process. In the change of innovation and entrepreneurship policies, in 2010, the Ministry of Human Resources and Social Security issued the Notice on the Implementation of the Entrepreneurship Guidance Plan for College Students, which reflects the government's initiative to integrate the concept of innovation education into entrepreneurship education. In 2015, the General Office of the State Council issued the Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities, specifically making normative requirements for innovation and entrepreneurship education in colleges and universities. On October 12, 2021, the General Office of the State Council issued the Guiding Opinions on Further Supporting College Students' Innovation and Entrepreneurship, pointing out that college students are the main force of "mass entrepreneurship and innovation", which directly promotes the formation of a multi subject collaborative innovation and entrepreneurship education system. The gradual evolution of policies provides a good external environment for the development of innovation and entrepreneurship education. Therefore, the development of innovation and entrepreneurship education should not only follow the guidance of the government and serve the national strategy, but also combine the diversified, differentiated and realistic needs of colleges and universities for policy innovation, so as to better promote the high-quality development of innovation and entrepreneurship education.

2.3. Requirements of educational practice

Innovation and entrepreneurship education itself is a process of continuous development and progress, but it also needs to pay attention to the implementation results in real time. Giving play to the role of results evaluation will help the subsequent development and form a good situation of promoting construction and reform by evaluation. Innovation and entrepreneurship education should not only focus on the current situation of college students, but also on the long-term development of students' career. Innovation and entrepreneurship education is not aimed at specific student groups, but helps each student stimulate their internal innovation spirit, enhance their entrepreneurial awareness and master corresponding skills. Therefore, colleges and universities should pay attention to the implementation of innovative thinking training and entrepreneurial ability training according to different types of students, so as to develop their potential. In terms of teachers, we should also emphasize the comprehensiveness of the professional team, and attract full-time entrepreneurial teachers, counselors, professional teachers in other fields, and off campus entrepreneurial teachers to form a diversified teacher group configuration. At the same time, in view of the limited scope of innovation and entrepreneurship education carried out by some colleges and universities, and the lack of a comprehensive cooperative teaching platform for innovation and entrepreneurship talent training with the society, innovation and entrepreneurship education should also implement the concept and requirements of "three all-around education" in specific practice, improve the integrated participation mechanism of multiple interest subjects in innovation and entrepreneurship education, and form a university centered, college centered The mode of government leading and other main bodies' joint cooperation ensures that all staff work together in the whole process of education implementation, and forms high-quality development of all-round innovation and entrepreneurship education.

3. The Realistic Predicament of Carrying Out Innovation and Entrepreneurship Education

Facing the frontier of science and technology in the world and the major national needs, China has put forward higher requirements for the development of innovation and entrepreneurship education. Colleges and universities need to pay more attention to the cultivation of innovative talents, and better combine the development of scientific and technological innovation with the cultivation of talents; We should make greater efforts to become an innovation and entrepreneurship base leading the future and an open and shared innovation testing ground. At present, although innovation and entrepreneurship education in colleges and universities in China has made remarkable achievements, there are still many practical problems that need to be solved urgently.

3.1. Inadequate overall effectiveness of university innovation system

The functional orientation of the innovation subject in China's universities is unclear, lacking the impetus and mechanism for innovation. The basic research strength of

universities and research institutes is weak, the leading talents in scientific research are few, the investment in high-tech R&D is insufficient, and the integration of scientific and technological resources is relatively difficult, resulting in the low level of comprehensiveness, intersection, integration and internationalization of the scientific and technological innovation platform. There are prominent problems such as the "two skins" of scientific and technological development and market economic development. The organizational strength of basic research in colleges and universities is not enough. Basic research needs to be carried out in an organized way when serving major national strategic issues. Modern scientific research increasingly emphasizes interdisciplinary research, which also needs to be carried out in an organized way. However, at present, the more prominent problems are that the scientific research resources are relatively scattered, the organization and work coordination are difficult, and the system and mechanism of interdisciplinary and collaborative research are not perfect. It is necessary to explore how to drive the innovation of scientific research mode in an organized way. Colleges and universities in China have not really become the main body of scientific innovation, and it is difficult to establish an ecological innovation alliance with other innovation subjects. In the innovation and entrepreneurship education in colleges and universities, most projects focus on "catching up" innovation and business model innovation, and scientific research innovation, engineering technology innovation and other aspects seriously lag behind the needs of national economic development. The combination of innovation and entrepreneurship education in colleges and universities with the real economy is not close enough, the transformation of scientific and technological achievements in colleges and universities into real productive forces is not strong enough, and the role of innovation and entrepreneurship education in promoting new technologies, new formats and accelerating the optimization and upgrading of traditional industrial structure is not strong.

3.2. The innovation and entrepreneurship education ecosystem is not perfect

The in-depth development of innovation and entrepreneurship education in colleges and universities requires the continuous coordinated development, upgrading and improvement of various organizational structures of the innovation and entrepreneurship ecosystem. At present, the innovation and entrepreneurship ecosystem of colleges and universities in China has some shortcomings, such as imperfect service chain, solidified depth and breadth of service, etc., which makes the development of social industry disconnected from innovation and entrepreneurship education in colleges and universities. The reason is that the innovation and entrepreneurship education institutions in colleges and universities are short of funds, small in scale, weak in teachers, and low in innovation and entrepreneurship platform. The government also did not establish a good coordinated development mechanism for various organizations, which led to the lack of self-development motivation of innovation and entrepreneurship education institutions in colleges and universities, the inability to provide effective and substantive services for service objects, and the difficulty of coordinated development with innovation and entrepreneurship related social industries. At present, the development of innovation and entrepreneurship education system in colleges and

universities is not perfect, and the degree of specialization of innovation and entrepreneurship personnel is not high, which makes it difficult for most innovation and entrepreneurship education institutions in colleges and universities to provide the "all-round" services needed for innovation and development. The development of innovation and entrepreneurship institutions in colleges and universities is not coordinated, leading to insufficient endogenous power in the innovation and entrepreneurship ecological service chain.

3.3. Lack of first-class innovation and entrepreneurship platforms

The basic platform for innovation and entrepreneurship is insufficient, and the infrastructure platform that restricts innovation driven economic and social transformation and development and is conducive to the application of innovation achievements and the improvement of innovation efficiency needs to be improved. Therefore, the main dilemma that seriously restricts China's construction of innovation highlands is the lack of first-class "mass entrepreneurship and innovation" platform carriers, mainly referring to the lack of important scientific and technological platforms and commercial platforms to support "mass entrepreneurship and innovation" education. "Mass entrepreneurship and innovation" education is an open and developing cause. It not only needs to integrate various discipline resources in the school, but also relies on social resources. Through collaborative innovation with enterprises, scientific research institutes and other institutions, it can build a platform of superior disciplines and innovation services, which can support scientific and technological innovation and incubate innovation achievements, so that innovative and entrepreneurial talents can obtain financial support, technical guidance, experience sharing Domestic and foreign cooperation, etc. At present, the "mass entrepreneurship and innovation" platform of colleges and universities in China mainly relies on innovation and entrepreneurship colleges, college students' science parks, maker spaces and other entities to carry out innovation and entrepreneurship education activities. However, most of the physical space experiment equipment is not complete, teachers are weak, there is less virtual maker space relying on the Internet technology platform, and the ability to provide professional services in many fields is insufficient, which makes it difficult to form a comprehensive and systematic service support for the implementation of students' creativity and projects.

3.4. The development system and mechanism of innovation and entrepreneurship education are not yet sound

The cultivation of innovative and entrepreneurial talents in colleges and universities is still at the exploratory stage. As the main position of cultivating innovative talents, colleges and universities cannot fully play the role of cultivating innovative and entrepreneurial talents. Some colleges and universities have not raised the concept of "mass entrepreneurship and innovation" education to the height of national strategic needs, and there is a deviation in the positioning of talent training. They cannot effectively integrate the concept of "mass entrepreneurship and innovation" education into the training objectives of professional disciplines, and cannot cultivate qualified innovative talents. Some colleges and universities do not put forward more professional implementation requirements for

students of different majors in the training objectives of innovative talents. In the established training model of innovative talents, the form is often more than the content, which is not conducive to the convergence of innovative talents; The teaching theory of innovative talents is divorced from practice, lacking a sound theoretical system, and the teaching practice is also lack of first-class innovation and entrepreneurship platform support, which can not really cultivate students' innovation and practical skills.

In terms of teachers for innovation and entrepreneurship education, due to the small number of full-time teachers and weak strength, the innovative talents training program formulated by colleges and universities can not be well implemented, which is very easy to formalize the innovative talents training, which is also not conducive to the sustainable development of innovation and entrepreneurship education. In terms of teachers, there is a lack of academic leaders and high-end talents in the field of innovation and entrepreneurship education. It is difficult to integrate superior resources to build an academic research team, and innovation and entrepreneurship research achievements cannot be developed in depth and transformed in practice.

4. Development Strategy of Innovation and Entrepreneurship Education

4.1. Strengthen teachers for innovation and entrepreneurship

At this stage, colleges and universities generally set up innovation and entrepreneurship courses, which provides students with an opportunity to deepen their learning. Although most students accept the general education courses of innovation and entrepreneurship, the courses in many colleges and universities are developing from a single basic course of innovation and entrepreneurship to a multi-level curriculum system of innovation and entrepreneurship, and the scope of courses is further expanded to all departments of various universities, and interdisciplinary courses are common. However, there is still a gap between innovation and entrepreneurship courses and professional teaching. It is difficult for students to combine the knowledge they have learned with their own professional knowledge, so they have no way to start their own businesses, which has hit their entrepreneurial intentions. Therefore, colleges and universities should vigorously promote the development of the integration system of specialty and innovation, which can integrate the characteristics of various disciplines into innovation and entrepreneurship education, and can better promote college students to find ways and opportunities for entrepreneurship based on their own professional knowledge background. Combining professional knowledge of different disciplines in the course of curriculum system construction can effectively enhance students' entrepreneurial intentions and promote students' entrepreneurial ideas into reality. Teachers are the imparters of innovation and entrepreneurship education knowledge. Teachers' knowledge reserves, teaching ability and entrepreneurial experience have an impact on the process of entrepreneurship education and play a key role in achieving the goals of entrepreneurship education. At present, colleges and universities in China are faced with such problems as shortage of teachers and unreasonable structure in entrepreneurship education. We should actively introduce full-time teachers of innovation and entrepreneurship education, improve the evaluation

mechanism and professional title evaluation mechanism for entrepreneurial teachers, and encourage teachers with entrepreneurial practice experience to help students operate entrepreneurial projects.

4.2. Strengthen students' entrepreneurial practice ability

The content of entrepreneurship education includes both theory and practice. Entrepreneurship course learning in the classroom is an indispensable part of entrepreneurial success, and entrepreneurial practice is also very important. Entrepreneurial education emphasizes practice orientation. It adopts activities or methods such as role play, project operation, incubator, business simulation and immersive experience to constantly overcome obstacles to promote the development of entrepreneurial thinking, so as to enhance entrepreneurial willingness and entrepreneurial ability. Therefore, in terms of practical teaching of entrepreneurship education, colleges and universities can promote the application of theory to practice and increase the practice orientation of entrepreneurship education through role playing situational teaching or encouraging students to put entrepreneurship projects into operation. Entrepreneurship colleges or other relevant departments of colleges and universities should take the initiative to establish partnerships with enterprises, help students enter these enterprises before graduation, carry out immersive learning and experience, and witness the operation process of enterprises to cultivate students' entrepreneurial skills. In addition to the supportive policies promoting "mass entrepreneurship and innovation" at the national level, colleges and universities can also issue specific policies to support them, further encouraging students to have a fixed time to enter enterprises for immersion learning or internship.

4.3. Establish a layered and classified innovation and entrepreneurship education system

Due to gender differences, men and women have different enthusiasm for entrepreneurial activities. Therefore, colleges and universities should establish a hierarchical and classified innovation and entrepreneurship education system to meet the demands of different subjects, stimulate the entrepreneurial aspirations of different subjects in a targeted way, so that students of different genders, different levels, and different purposes can choose the corresponding entrepreneurship courses to study according to their needs, and choose different entrepreneurial practice projects to participate. The characteristics of men and women should be fully considered so that they can play their advantages in specific situations and better understand the purpose and effect of entrepreneurship education. For example, in terms of improving the entrepreneurial willingness of female college students, colleges and universities can set up courses related to social entrepreneurship that are both commercial and public welfare based on the characteristics of women, such as being considerate, kind-hearted and good at communication, to help female college students develop their strengths.

4.4. Building the Innovation and Entrepreneurship Education System in Colleges and Universities

In the process of improving the innovation and

entrepreneurship education system, Chinese universities should not only further enrich the types of entrepreneurship courses and strengthen the opportunities for students to practice entrepreneurship, but also fully rely on the innovation and entrepreneurship education resources and industrial characteristics of the region where universities are located, which is a strong support and driving force for the construction of the innovation and entrepreneurship education system in universities. The research shows that the entrepreneurial resources allocated to college students are far from enough, which requires continuous improvement of the supply of entrepreneurial resources. The construction of innovation and entrepreneurship education system in colleges and universities takes place within the school, but the supply of entrepreneurial resources does not only come from within the university. The resources and platforms of education, as well as the achievements and products derived from entrepreneurship education, should be provided and coordinated by the government and society. In particular, the development conditions of local governments and industries play a greater role in choosing which operation mode to develop in the process of building the innovation and entrepreneurship system, and which entrepreneurial people to cultivate.

5. Conclusion

The development of higher education should not only cultivate high-quality talents, but also promote talents to promote social development and progress. The CPC Central Committee and the State Council are paying more and more attention to the reform of innovation and entrepreneurship education in colleges and universities. Promoting the deepening of innovation and entrepreneurship education reform and the development of the party and national undertakings resonate with each other is both a system project and a requirement of the times. Judging from the actual development and results of innovation and entrepreneurship

education in China, the overall institutional dilemma, actor dilemma and environmental dilemma are still very obvious. To get rid of the realistic situation of internal and external difficulties, colleges and universities need to constantly improve the entrepreneurship curriculum system and further strengthen the construction of entrepreneurship teachers; Strengthen the construction of entrepreneurship practice education and strengthen the training of students' entrepreneurship practice ability; Overcoming gender differences and establishing a hierarchical and classified innovation and entrepreneurship education system; Rely on the regional innovation and entrepreneurship education resources and industrial characteristics to build the innovation and entrepreneurship education system in colleges and universities. Adhere to the combination of top-level design and practical exploration, so that innovation and entrepreneurship can truly shift from the concept level to the action level, and effectively improve the mass entrepreneurship and innovation ability of college students.

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