On the Model Construction of Innovation and Entrepreneurship Education in Local Universities

Runxiang Xu
College of Economics and Management, Weifang University, Weifang 261061, China
cyrxr@126.com

Keywords: Local universities, Innovation and entrepreneurship, Model construction.

Abstract. With the rapid development and continuous progress of social economy, the demand for talents is getting higher and higher. In the era of mass entrepreneurship and innovation, colleges and universities, as important educational bases for cultivating talents for the society, bear important educational and social responsibilities. Innovation and entrepreneurship education is a teaching concept that is emphasized and pushed by the educational circles nowadays. This paper analyzes and reflects on the current situation of innovation and entrepreneurship education in colleges and universities and on this basis discusses the model construction of innovation and entrepreneurship education in local colleges and universities.

Introduction
Innovation is the soul of a nation's continuous progress. In recent years, with the rapid development and continuous progress of social economy, the requirements for talents have become higher and higher. In the era of mass entrepreneurship and innovation, colleges and universities, as important educational bases for cultivating talents for society, bear important educational and social responsibilities. Innovation and entrepreneurship education is a teaching concept that is emphasized and pushed by the educational circle at present. The so-called "innovation and entrepreneurship education" refers to the education concept and education model that cultivates students' innovative spirit, entrepreneurial awareness and entrepreneurial ability as the basic value orientation. "Innovation education is the fundamental premise, entrepreneurship education is the basic goal, the core content is the cultivation of professionalism and pioneering skills, which is essentially the development and deepening of quality education thinking." For now, although China's universities have implemented a period of innovation and entrepreneurship education Time, but because it started late and is still in the development stage, there are still some deficiencies and problems in the specific implementation process. How to actively explore and build a new model of innovation and entrepreneurship education based on a comprehensive understanding of the core content and status quo of innovation and entrepreneurship education, and to integrate the practice of dual innovation education into the entire process of talent training, is an important breakthrough for the transformation and development of local colleges and universities and the development of talents It is also the only way for China to build an innovative country. [1]

Analysis of the Current Situation of Innovation and Entrepreneurship Education in Local Universities
At present, the innovation and entrepreneurship education in local universities has not formed a relatively systematic and mature rational innovation and entrepreneurship education model, and there are some prominent problems, which are embodied in the following aspects:
First, the construction of the curriculum system is not perfect, and the curriculum system covering a complete chain of innovation and entrepreneurship has not been formed. There is no correlation between the courses offered by innovation and entrepreneurship education in some universities, and the content of the courses lacks certain depth and breadth. In some universities, the curriculum of innovation and entrepreneurship education is relatively simple, only at the level of...
basic theory, and there is a lack of practical and operational courses, which is not conducive to the effective cultivation of students' innovative and entrepreneurial abilities. [2]

Second, the teaching material system construction lags behind. Some colleges and universities do not follow the law of market demand for talent training and the actual situation of colleges and universities to improve the construction of the teaching material system. Most of them still follow the old methods and routines. They do not integrate innovation and entrepreneurship education into the teaching material system of professional education organically.

Third, there is a serious lack of professional theory and practical experience of innovation and entrepreneurship of teachers. Currently engaged in the innovation of entrepreneurship education in colleges and universities teachers, most of them are amateurs, no creative knowledge background, many colleges and universities by the counselor to do the work, but the counselor work is relatively complicated, the study and research innovation entrepreneurship education time is relatively small, lack of business experience, teaching content is limited to books, neither enterprises work experience, more lack of actual operation ability, and is difficult to meet the demand of creative education quality implementation. [1]

Fourth, practice platform is in lack of. The integration of resources in the university is not enough, the construction of inter-school resource sharing platform is not enough, inter-school innovation and entrepreneurship alliances of provinces and regions have not been formed, and the sharing of resources such as training bases and incubation bases is insufficient. The vast majority of colleges and universities focus on professional practice platform construction, and ignored the innovation entrepreneurship practice platform construction, less deep consideration and construction of a platform of sharing the innovation entrepreneurship education and professional education practice, lead to a lot of students is the innovation entrepreneurship education idea, without practice platform, a severe lack of practical experience, innovative undertaking to learn professional knowledge and creative knowledge organic fusion depth, which restricted the students' action. [3, 4]

Fifth, the combination of enterprises, universities and research institutes in innovation and entrepreneurship education is not close enough, there is no platform for integrated entrepreneurship of enterprises, universities and research institutes, innovation and entrepreneurship education is out of line with the actual needs of entrepreneurship, the conversion rate and transformation level of practical achievements are not high, and the work pattern of effectively coordinating the society, schools and students to win more is not established. [5]

To Strengthen the Implementation of Innovation and Entrepreneurship Education in Local Universities

To Improve the Teaching Curriculum System

The construction of innovative education curriculum system should be integrated into the curriculum system of professional personnel training programs in colleges and universities. Innovation and entrepreneurship education courses should include innovation and entrepreneurship awareness, knowledge, ability and practice, as well as knowledge of economics and management, emphasizing the complementarity and comprehensiveness of disciplines. Actively try to build interdisciplinary courses and modular courses, and strive to form a relatively perfect and scientific curriculum system. Innovation entrepreneurship education curriculum system should be fully considered match the content of the courses, to realize the seamless joint between the two, and innovative business philosophy to actively into specialized courses teaching, pay attention to emphasize the interdisciplinary field of vision and innovative thinking ability of the curriculum, prompting theory course and practice course further organic combination, forming rich contents, various forms and strong operability of the curriculum system. [3]

To Strengthen Innovation and Entrepreneurship Education and Professional Education Textbook System Construction

Colleges and universities should take the initiative to integrate and infiltrate their own teaching
material systems, so as to achieve the goal of "you are part of me and you are part of me", and bring out the best in each other with their own characteristics.

To Increase the Number of Teachers Who Teach Innovation and Entrepreneurship

The shortage of professional teachers is the shortest shortage of innovation and entrepreneurship education in our universities. Colleges and universities should take the initiative to incorporate innovative undertaking teacher team, the whole school teacher training scientific planning, overall arrangement, take the "going out" and to the method of combining multiple ways, promote professional teachers to participate in the innovation entrepreneurship training and entrepreneurship practice, encourage support teacher credentials the exercise to the enterprise, actively participate in social industry innovation entrepreneurship practice activities, to improve their creative ability; On the other hand, actively recruit entrepreneurs, entrepreneurial success, experts and scholars, venture capitalists and other related talents as a part-time teachers, the introduction of a batch of outstanding innovation mentors, mentoring and make up for the deficiency of school teachers' innovative undertaking, help the school teachers' innovative undertaking rapidly improve their practice ability and innovative undertaking education teaching ability, training to build a stable full-time teachers engaged in creative education teaching.

To Establish a Coordination Mechanism to Integrate and Share Resources of Professional Teaching Practice Platforms and Innovation and Entrepreneurship Education Practice Platforms

On the one hand, colleges and universities should make full use of the resources on campus, and take the initiative to build various practical resources and platforms, such as professional education practice, practice and training, which were originally decentralized in construction and management, into software and hardware practical platforms for innovation and entrepreneurship education that are specific to multiple disciplines and majors, and promote the open sharing of professional teaching practice platforms in colleges and universities.[6]

On the other hand, colleges and universities should expand and make use of social resources, give full play to the role of government, society and enterprises, strengthen cooperation with various social entrepreneurship education and service institutions, and promote the integration of regional resources. On the basis of sharing inter-school resources, colleges and universities should attract and encourage enterprises, public institutions and various social training institutions to participate in entrepreneurship education, so that students can obtain more learning resources. Strengthen the integration of online and offline to realize complementary advantages.

To Build a Platform for Cooperation between Industry, Universities and Research Institutes, and Promote the Construction of Entrepreneurship Incubators for College Students

It adopts the management mode of "University Entrepreneurship Street" and "University Entrepreneurship Group" and integrates excellent resources such as "University-Enterprise-Student Entrepreneurship" to create a comprehensive support platform for college students' entrepreneurial practice. The business incubation park not only has a number of preferential policies such as land and taxes, but also has advantages in scientific and technological resources and site facilities, as well as comprehensive, full-process services, and a complete set of supporting system designs. Establish a permanent consulting agency composed of entrepreneurial consulting and training experts to provide more complete services for college entrepreneurs help them choose projects, review and modify their entrepreneurial plans, and create opportunities for entrepreneurial projects that have mature conditions to promote them to market. Establish an innovation and entrepreneurship education service website, strengthen communication on entrepreneurship information, promote entrepreneurship opportunities, and provide policy advice. At the same time do a good job in entrepreneurship tracking services and alumni entrepreneurship management training. [7]
To Build a Systematic Innovation and Entrepreneurship Education Model

Reasonable education mode can promote the innovation and entrepreneurship education to have a clearer direction and a clearer purpose. Local universities should build a reasonable, scientific and systematic innovation and entrepreneurship education mode according to the actual teaching situation and students' characteristics, so as to promote the effective cultivation of students' innovation and entrepreneurship ability. According to the difference of innovation and entrepreneurship education objects and the actual teaching situation in colleges and universities, the following four innovations and entrepreneurship education models are proposed:

**Tutorial System**

Set up a special mentor group or project mentor, and carry out the construction of innovation and entrepreneurship education system in the form of double tutorial system. Through the scientific research project proposed by the tutor, students can participate in it. In the whole process, the tutor can provide guidance when needed, so as to stimulate students' interest in independent learning, cultivate their innovation consciousness, improve their innovation ability, and help students find entrepreneurial opportunities during the transformation of scientific and technological achievements. In addition, enterprises, especially alumni enterprises, can also put forward technical requirements or projects, and students can complete project research and development or subsequent industrialization in enterprises under the joint guidance of entrepreneurship tutors on and off campus. Let students through the independent interest in learning, to improve students' awareness of innovation and entrepreneurship. [8]

**Communication Cooperation Model**

To promote innovation and entrepreneurship education through cooperation with governments, enterprises, universities, financial institutions, research institutes, science and technology intermediaries and some incubators. In this model, colleges and universities are the core subjects of innovation and entrepreneurship education. Teachers can help students master basic knowledge and skills through teaching, which is more conducive to students' acceptance of relevant knowledge of innovation and entrepreneurship. Compared with the public, there are more opportunities to participate in research projects. In the cooperation mode, the government mainly provides policy and financial support for innovation and entrepreneurship education in colleges and universities to promote the development of innovation and entrepreneurship education under favorable conditions. Enterprises provide internship, practice, employment and other platforms for college students in the cooperation mode, so as to effectively promote students' practical ability and entrepreneurial ability. Financial institutions are mainly responsible for the investment and financing of projects with entrepreneurial value, while scientific research institutions are an important force for university scientific research cooperation. Intermediary agencies and incubators provide business tax, financial law and basic start-up guidance and services. This model can effectively promote innovation and entrepreneurship education to be more comprehensive, standardized and systematic, and form a joint force to promote innovation and entrepreneurship education. [8]

**Professional Practice Model**

Colleges and universities can cooperate with corresponding enterprises according to the characteristics of different majors, build innovation training practice platform, hire experts from enterprises as entrepreneurial consultants, and provide support for students to carry out entrepreneurial practice activities centering on their majors in school. In this way, students can improve their practical ability, rather than just existing in the paper. In addition, colleges and universities can also establish professional simulation companies and build professional simulation markets according to students' professional and practical needs, so as to enhance students' entrepreneurial experience, build students from different disciplines into an entrepreneurial team and make full use of their professional expertise. Relying on the various forms of entrepreneurship competition to improve students' pioneering consciousness, including the national contest of college
students' innovative entrepreneurial training program, "the youth", the nature of the industry, and provincial match the entrepreneurship competition, the school organize a small competition, etc., in order to increase the students' practical experience, improve the students' ability of innovation and entrepreneurship.

**Comprehensive Model**

The comprehensive model emphasizes the systematicness of innovation and entrepreneurship education. It is based on a comprehensive model built for all college students and all majors, which includes several innovation and entrepreneurship education systems, including course training, faculty, entrepreneurship practice, base platform, service system, etc. The purpose of the comprehensive model is to enhance students' innovative consciousness and entrepreneurial ability, so as to lay a good foundation for their future entrepreneurial development. In terms of course training, it can be divided into three levels according to the actual learning situation of students. The first is the basic theory course of innovation and entrepreneurship, the second is the practice course of innovation and entrepreneurship, and the third is the targeted course for students with interests and expertise in innovation and entrepreneurship. The focus of the construction of the teaching staff is to build two professional and part-time teaching staff both inside and outside the school and give full play to the actual experience of the entrepreneurial tutors outside the school. In terms of entrepreneurship practice, colleges and universities can regularly organize and hold entrepreneurship salon, entrepreneurship lecture, entrepreneurship BBS, entrepreneurship training, entrepreneurship practice and other activities, so as to cultivate students' professional practice ability and entrepreneurship ability. The base platform is mainly to provide students with sufficient instruments and equipment for innovation and entrepreneurship, as well as entrepreneurial studies. The service system is divided into online and offline. Online mainly through the development and establishment of entrepreneurship services website and platform, online entrepreneurship consulting, establishment of entrepreneurship related database, and provide virtual entrepreneurship space. Offline entrepreneurship counseling services include guidance manuals, policy interpretations, and help students understand basic processes and knowledge of business, taxation, finance, and law. [9,10]

By carrying out innovation and entrepreneurship education comprehensively from all aspects, students can be trained and promoted in a more comprehensive and substantial way, which plays a very important role and significance in their future employment and development.

**Conclusion**

Innovation and entrepreneurship education is the driving force of China's national rejuvenation and social progress, and the inevitable trend of China's education reform and innovation. The ultimate goal of innovation and entrepreneurship education in colleges and universities is not simply to mechanically tell students how to start a company and realize low-level and low-quality entrepreneurship, but to cultivate students' independent learning ability, survival and development ability and pioneering and innovative ability in a deep level, so as to cultivate more excellent entrepreneurial talents for the society. In view of the deficiencies and problems existing in the current innovation and entrepreneurship education in local universities, colleges and universities should make a practical analysis and summary, and further improve and adjust the existing innovation and entrepreneurship education model, so as to promote the effective implementation of innovation and entrepreneurship education in colleges and universities. Local enterprises should strive to build platforms for promoting innovation and entrepreneurship education. Local governments should also transform their functions, play the role of mentor, facilitator and coordinator of innovation and entrepreneurship education, and do top-level design well to escort innovation and entrepreneurship.
References

[1] Y.C. Luo, X. Hou. Problems and strategies on the construction of innovation and entrepreneurship education model in local universities in western China [J]. Rural economy and technology, 2019, 30(07):276-277.

[2] L.L. Mao. Analysis on the reflection and model construction of innovation and entrepreneurship education in universities [J]. Chinese and foreign entrepreneurs, 2018 (17):180.

[3] Y. W. Wei, J. L. Lei, M. Li. Construction and practice of innovation and entrepreneurship education model in universities based on the concept of "trial and error" education [J]. Shaanxi education (higher education), 2019(03):6-7.

[4] F.S. He. Research on the five-in-one integration model construction of innovation and entrepreneurship education and professional education in colleges and universities under the background of "double first-class" construction [J]. Western quality education, 2018, 4(18):145-146.

[5] Y. Chen, F.Z. Fu. Thoughts on constructing sustainable development model of innovation and entrepreneurship education in universities [J]. Higher education and economics, 2009, 22(01):29-32.

[6] Y. Wang. Reflection and model construction of innovation and entrepreneurship education in universities [J]. Innovation and entrepreneurship theory research and practice, 2018, 1(01):62-64.

[7] B.J. Zhang. Realistic reflection and coping strategies of innovation and entrepreneurship education in colleges and universities from the perspective of "precise supply" [J]. College education management, 2017, 11(01):33-39.

[8] Y. T. Jin, H. Liu. Analysis of key factors in the construction of innovation and entrepreneurship education model in colleges and universities [J]. Science and education literature review (the next ten days), 2016(09):142-143.

[9] S. Y. Duan. On the model construction of innovation and entrepreneurship education in universities [J]. Innovation and entrepreneurship theory research and practice, 2018, 1(08):87-88.

[10] Y. X. Wang. Reflection and model construction of innovation and entrepreneurship education in universities [J]. Chinese university teaching, 2015(04):4-7+24.