Research Article

Effective Strategies for Optimizing College Students’ Innovation and Entrepreneurship Education under the Background of “Internet +”

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It is an unavoidable requirement of higher education to thoroughly refine the scientific concept of development and explore the innovative and entrepreneurial education of college students. Wide and effective creative and business literacy training for college students is an important means to reduce the fierce competition for jobs and an effective way to further build an innovative country. The purpose of this paper is to conduct an in-depth study on effective strategies to optimize creative and business literacy training for college students in the context of Internet+. This paper examines how to optimize college students’ creative and business literacy training in the context of Internet+, explains the related concepts and development status of college students’ creative and business literacy training, and discusses the value and practical significance of college students’ creative and business literacy training as well as the current innovation of college students in China. Opportunities, challenges, and problems are encountered in entrepreneurship. Survey experiments were conducted. The results show that more than 83.6% of graduates have some idea about creative and business literacy training, but the satisfaction of college students with the current creative and business literacy training is only 58.2%. Finally, this article suggests five points for optimizing college students.

1. Introduction

Innovative entrepreneurship education can develop students’ innovative thinking, spirit, abilities, and awareness. Microscopically, creative and business literacy training for college students can help them better find jobs and become entrepreneurs, as well as provide guarantees for their future integration into society [1–3]. In the macro perspective, it can indirectly support social stability and plays an important role in ensuring a stable and healthy development of socialism with Chinese characteristics. “Internet + education” can improve the uneven distribution of educational resources. Even in relatively underdeveloped regions, a large number of high-quality educational resources can be made available through the Internet, saving on the cost of education and reducing the financial burden on students and parents. “Internet+” is a relatively new method of education that can stimulate students’ interest in learning and improve understanding of knowledge. The emergence of “Internet+” education enriches the education model, which promotes the sharing and exchange of educational resources and increases students’ interest in learning [4, 5].

“Comprehensively strengthen the establishment of college graduate employment counselling service system, establish and improve the professional organization of student business counselling service, and develop and provide relevant compulsory and elective courses for all students” [1]. The creation of a national innovation system has been a common choice of the government. The use of science and technology practices as a core strategy has greatly increased the country’s ability to innovate and create an increasingly strong competitive advantage [6–8]. The Party Central Committee scientifically analyzes the basic conditions of the Chinese state, comprehensively evaluates the strategic
needs of China, and promotes independent innovation and building an innovative state as one of the key strategic decisions to realize the concept of scientific development. The basic requirements of the concept of scientific development are comprehensive, coordinated, and sustainable development. It means to coordinate the construction of political civilization, accelerate the construction of spiritual civilization, strengthen the construction of ecological civilization, and coordinate urban and rural and regional development while maintaining stable and rapid economic development.

College students are a key force in realizing the concept of scientific development and building an innovative country. The introduction of creative and business literacy training for college students furthers the concept of scientific development and promotes the development of various social enterprises. Studying college students’ entrepreneurial education can fully utilize the function of education and turn education into national wealth [9–11]. China is currently implementing the national innovation strategy. Entrepreneurial activity is the driving force and purpose of innovation, as well as the main structural element of innovation. Traditional industries and production methods will be eliminated, the corresponding demand for talent will no longer exist, new knowledge will be constantly created and applied, and the demand for new talent will increase. Colleges and universities, as important institutions for knowledge transfer, must take on the historic task of producing high-quality talent of all kinds for the country [12, 13]. The emergence and development of innovative and entrepreneurial education are one of the signs of a new stage in the development of society. Quality education should include the education of a talent pool with innovative theoretical knowledge and entrepreneurial skills. Creative and business literacy training is an effective way to gradually introduce quality education and represents one of the new concepts of education. Paying attention to the study of innovative and entrepreneurial education of college students corresponds to the inevitable requirement of deepening the reform and development of higher education [14–16].

Abroad, relevant theories of creative and business literacy training have already developed a relatively mature theoretical framework [17, 18]. Although China has paid some attention to theoretical research in creative and business literacy training, it lacks traditional theoretical research, and it has started late. Innovation entrepreneurship education still exists in more or less immature areas, and the breadth and depth of creative and business literacy training need to be improved [19–21]. Theoretical research on entrepreneurship education in China began at the end of the last century. Innovative entrepreneurship education was first proposed in “Pedagogical Reflections on the Renewal of Entrepreneurship Education.” Since then, Chinese scholars have combined theory with practice to promote theoretical research on creative and business literacy training. The main research focuses on four aspects. First, the role of creative and business literacy training is examined. Innovative entrepreneurship education can actively contribute to China’s comprehensive economic and social development and promote academic reform of the talent training model in Chinese universities. Entrepreneurship education can alleviate the employment pressure on college students and meet their employment needs. It can not only contribute to the further reform and development of China’s higher education but also contribute to building a harmonious society and realizing the Chinese dream from a macroeconomic point of view [22, 23]. Creative and business literacy training in the US has a long history and obvious advantages, which are reflected in the design of the curriculum system and the choice of teaching methods. In the US, the idea of innovative entrepreneurship education is embedded from early childhood and covers a wide range of disciplines. Courses related to innovative entrepreneurship education are offered in US primary schools. There is a whole system of curricula for innovative entrepreneurship education in the US, which is closely linked to the personal characteristics of entrepreneurs and is by no means uniform. In other words, their courses are individualised. Even more advantageous is that their innovative entrepreneurship education programme is case-based and the system of learning methods combined with practice is no longer dogmatic but focuses on practical analysis and problem solving [24].

This article focuses on the study of creative and business literacy training of college students. First, the background of the study, the significance, the state of research at home and abroad, the importance of creative and business literacy training, and the reality of innovation and entrepreneurship. It summarizes the relevant theories of “Internet+” and innovative entrepreneurship education, including the connotation of entrepreneurship education, the content of entrepreneurship education, and the value of entrepreneurship education for college students. A survey experiment is conducted, and the reasons for the lack of creative and business literacy training and the results of the experiment are analysed. Five strategies for optimization have been proposed for discussion. Refine the principles of entrepreneurship education for college students, optimize the concept of creative and business literacy training for college students, optimize the teaching system, optimize the teaching team, optimize the entrepreneurship education practice system, and optimize the entrepreneurial environment.

2. Proposed Method

“Internet+” education can improve the uneven distribution of educational resources. With the traditional model of education, even relatively backward regions can access high-quality educational resources via the Internet, which saves on tuition costs. The innovative “Internet +” learning method is relatively new and can stimulate students’ interest in learning and improve understanding of knowledge. The emergence of “Internet +” education in innovative businesses enriches the existing education model, facilitates the sharing and exchange of educational resources, and increases student interest in learning.

The arrival of the “Internet +” era not only provides opportunities for college students to innovate and start a business but also brings a series of challenges. Not only need college students to have certain skills but also the process of
innovation and entrepreneurship. In an environment where opportunities and challenges coexist, it is impossible to rely solely on theoretical education. More importantly, by cultivating innovation awareness and entrepreneurial ability to improve the quality of students, they can stand out in a competitive social environment. Students can leverage their subjective initiative, share resources, and achieve self-worth on this new platform of equality.

Compared to other methods of entrepreneurship, college students use modern information technology to create a relatively low entrepreneurial threshold in the context of “Internet +.” They do not need the same reliable financial backing as physical investments. Whether on a material or mental level, it will reduce the pressure of innovation and entrepreneurship, reduce the cost of innovation and entrepreneurship and even the cost of failure, and indirectly increase students' enthusiasm for innovation and entrepreneurship. While Internet+ can provide university students with a high-quality platform to start a business and empower them, it also has high expectations for their entrepreneurial skills. How to boost their innovation and entrepreneurial potential is a big challenge. If college students want to run a successful business in an Internet+ environment, it is not enough to learn modern information technology. They also need to know how to use technology properly and succeed in various types of entrepreneurial activities. While the growth in consumer demand is diverse and fragmented, it is important to understand the relationship between consumer demand and proper use of the Internet. In this regard, college students need to continuously improve their sense of innovation and novelty, broaden their horizons and knowledge, scientifically and rationally combine relevant needs with innovative entrepreneurship, and persistently accumulate practical experience.

Based on the objective aspect of entrepreneurship education, the content of creative and business literacy training for college students should have the following features: first, a combination of theoretical knowledge and practical skills. Second, a combination of professional skills and innovative entrepreneurial qualities; third, a combination of systematic and flexible. Creative and business literacy training mainly includes the following four aspects:

(1) Cultivate entrepreneurial awareness

The cultivation of consciousness is the premise of creative and business literacy training. It includes business consciousness, change consciousness, strategic awareness, risk willingness, and professional awareness. In the whole process of innovation and entrepreneurship, we are always faced with the test of discovering the market and discovering business opportunities. We must maintain sufficient market acumen to look at the economic environment from a macro perspective and understand the direction of the market to make the right decision. However, only a keen business opportunity awareness is far from enough. It is also necessary to seize the opportunity. When opportunities come, the business opportunities will be transformed into productive forces, which will be transformed into intellectual capital, create practical benefits, and achieve sustainable development of innovation and entrepreneurship. It also needs to have a strong strategic awareness, develop solutions to enter the market, and integrate innovative strategies for innovation in the market, products, and humanities. Finally, hard work and dedication is the cornerstone of success.

(2) Enhance entrepreneurial knowledge

Business knowledge refers to the system and structure of knowledge that is important for innovation and entrepreneurship. It comprises mainly professional knowledge, managerial knowledge, and complex knowledge. Only by systematically mastering the basic theories and skills of the respective disciplines can we build a solid foundation for the future. In a narrower sense, innovative and entrepreneurial knowledge refers to specific knowledge used in business processes, steps, and methods. For example, choosing business opportunities, finding business opportunities, and writing business plans. In short, entrepreneurial knowledge mainly includes professional knowledge, i.e., knowledge, managerial knowledge, and the complex knowledge required for a particular profession or craft. There are a lot of entrepreneurial knowledge teaching on the Internet can be reference learning.

(3) Promote entrepreneurial skills

Entrepreneurial skills include 7 core skills such as career planning, data processing skills, self-learning skills, communication skills, team building, and management skills. These innovative entrepreneurial skills are necessary skills, and they are the basic means for enterprises to survive and seek development. They enable innovative entrepreneurs to find and seize opportunities, so that they can achieve considerable growth. The improvement of entrepreneurial skills cannot be pursued overnight, so we can consult more relevant professors in this aspect.

(4) Developing business quality

Innovation-entrepreneurial quality is an overarching quality of innovative entrepreneurs that reflects the will and emotions of innovative entrepreneurs, mainly reflected in the cooperation, independence, adaptability, commitment, and persistence of innovative entrepreneurs. Innovation and entrepreneurial quality are behavioural characteristics of innovative entrepreneurs and are of great importance. Innovation and entrepreneurial quality determine whether a person can correctly view the success and failure of entrepreneurship.

Training in innovation and entrepreneurship is not only an important requirement for the quality of education but also a necessity for achieving a well-rounded training of college students. Colleges and universities are a base for nurturing talent. By teaching college students the quality of innovation and entrepreneurship, the ability to innovate and entrepreneurship and the all-round quality of college students can be effectively enhanced.
With the gradual deepening of education reform, creative and business literacy training is also being developed in higher education institutions through talent education. While the traditional concept of education has been improved accordingly, the reform of innovative and entrepreneurial education is still incomplete and lacks depth in the actual learning process. From a societal perspective, college students lack effective support and attention in innovation and entrepreneurship. From the perspective of colleges and universities, colleges and universities do not have sufficient understanding of the value of creative and business literacy training for college students and believe that creative and business literacy training is only a way to facilitate the employability of college students. From the students’ perspective, influenced by social cognition, the knowledge horizon, traditional perceptions, and other related factors, college students generally believe that innovation and entrepreneurship are very difficult and the future is unknown. Moreover, college students are too preoccupied with public service examinations and entrance exams, which results in their lack of interest in innovation and entrepreneurship. In short, conceptual backwardness tends to seriously hinder the effective development of creative and business literacy training in colleges and universities.

Today, it is a freely developing society. Faced with the choice of profession and the direction of their future development, college students are free to choose according to their personal preferences. The factors influencing college students’ choices are multifaceted and mainly include family factors, school factors, and social factors. Currently, college graduates in China are influenced by traditional concepts of employment and public opinion. After college graduation, they tend to choose relatively “ideal” professions such as civil servants, popular teachers, and employees of state-owned enterprises, which have led many college graduates to limit their own employment opportunities. On the other hand, entrepreneurship training for college students can help to create new employment trends and pave the way for future development. The development of college students takes place mainly in the form of increasing the stock of theoretical knowledge, improving practical abilities, further personal maturation, etc. This development can be provided by entrepreneurial education of college students, because entrepreneurial education of college students can not only enable college students to master previous textbooks. Theoretical knowledge can also provide college students with various practical platforms and create many opportunities for college students to interact with others, thereby contributing to the further personal maturity of college students. A group of college students is a highly qualified group with a systematic education. It has a very high level of cultural knowledge and literacy. Therefore, a group of college students has more potential for development than other general social groups. How to maximise the potential of college students has become an important topic in Chinese higher education. So far, Chinese higher education in business is still in the traditional book-entry stage and does not make full use of the potential of college students. Entrepreneurship education for college students offers new ways of thinking and new ways of harnessing the potential of college students, as entrepreneurial education for college students is more practice-oriented and diversified than other forms of education.

In order to further strengthen China’s overall national strength, the sense of innovation and novelty in people needs to be greatly enhanced. College students play an important role in enhancing the innovation consciousness and innovation capacity of the country, and they are the key force with the greatest vitality and potential in the development of society. Educating college students in entrepreneurship and nurturing many leaders with innovative spirit and entrepreneurial ability will help accelerate the development of the country’s innovation system. We are living in an era of innovation, and college students with innovative and entrepreneurial ability are badly needed in this new era. Therefore, college students should consider it as their responsibility and clarify their mission and responsibilities. Introducing entrepreneurship education for college students helps overcome the shortcomings of the traditional education model and contributes to reforming the talent training model in Chinese colleges and universities.

3. Experiments

3.1. Experimental Settings

(1) Selection of Experimental Subjects. Randomly selected from three different universities, and the three schools are marked as A, B, and C, respectively

(2) Selection Principle. Select a certain number of freshmen, sophomores, graduating students, and college teachers from all colleges and universities

3.2. Research Methods

(1) Literature Research Methods. Scientific research should effectively make use of previous research results. Applying literature research method, this paper makes full use of the full-text Chinese CNKI journal database and other relevant research resources and carries out reasonable induction and ordering based on a large number of references to the existing literature. First, the status quo of entrepreneurship education at home and abroad is analysed using relevant arguments and viewpoints from domestic and foreign studies on entrepreneurship education theory. Second, the theory of freedom and holistic development is explored with reference to educational ideas directly related to entrepreneurship education. Finally, relevant theories need to be
found and mastered in order to be able to refer to them.

(2) **Comparative Research Methods.** Foreign countries have a wealth of experience in research on entrepreneurship education for college students. This remarkable experience can serve as a model for the study of entrepreneurship education strategies in universities. By conducting comparative research, we can clearly identify the shortcomings of creative and business literacy training.

(3) **Inquiry and Investigation Methods.** Enquiry and research methods require researchers to obtain direct information about the objects of study through actual contact and to draw more consistent conclusions through detailed scientific analysis.

The survey method is used in this thesis, which means that the main object of the research is university students. A total of 2000 questionnaires were distributed, and 1982 questionnaires were collected, with a return rate of 99.1%. The number of interested respondents is shown in Table 1.

### 4. Discussion

4.1. **The Survey Respondents’ Understanding of Innovation and Entrepreneurship.** According to an analysis of the statistics, as shown in Figure 1, the Creative and Business Literacy Training Awareness Survey, of these, 92% of graduates from the three universities have the highest perception of creative and business literacy training, while 83.6% of university A graduates have the lowest perception of creative and business literacy training. Only 65.1% of undergraduates have the highest perception of innovation and entrepreneurship. There is no significant difference in the level of understanding of innovation and entrepreneurship between faculty and students at the three universities. The level of understanding among first year students ranges from 49.2% to 56.3% and among second year students from 55.3% to 65.1%, suggesting that the current level of understanding of creative and business literacy training among college students is generally low. Satisfaction of college students with the current level of creative and business literacy training is low, only 63.2%, as shown in Table 2.

According to the analysis of the statistics presented in Figure 2, in the survey on innovation and entrepreneurship, male college students know more than female students, suggesting that male students are more interested in innovation and entrepreneurship.

4.1.1. **Recognise the existence of outliers**

Many college professors misunderstand creative and business literacy training, and the direction of education is also wrong. Many teachers see creative and business literacy training as a subject, but focus only on teaching book knowledge, ignoring the development of students’ practical skills. Many teachers are still at the level of career planning or career guidance courses, although there are occasional competitions, but there is little content. Without a good educational concept, it is impossible to achieve a good learning effect.

“Internet+” as an innovation, teachers and students are gradually adopting it, but more and more slowly. Schools do not pay enough attention to it, have not created a proper management mechanism, do not understand new ideas and changes sufficiently, and as a result, classroom learning lags behind innovation and entrepreneurial development.

![Figure 1: Analysis of understanding degree of innovation and entrepreneurship.](image-url)
(2) The teaching system is not perfect

Although some colleges and universities have already introduced appropriate creative and business literacy training, the specific system and method of teaching has not been developed. Instead, creative and business literacy training is only used as a form of career guidance for graduates, which increases the gap between effective innovation and entrepreneurship. The weaknesses of the education system are mainly reflected in the lack of integrity of the curriculum system. Most colleges and universities do not have a practical curriculum framework for teaching innovation and entrepreneurship. The actual teaching method is uniform. As a result, the curriculum is unfocused, and there is a lack of appropriate teaching in line with real needs. Creative and business literacy training cannot be effectively combined with students’ vocational courses, resulting in a lack of curriculum coherence and consistency.

The course format is relatively simple, and its purpose is not to enrich students’ entrepreneurial theoretical knowledge and improve their entrepreneurial skills but to guide students how to find a job. In this experiment, the number of innovative entrepreneurship education courses offered by three different universities is shown in Figure 3.

Figure 3 shows that the number of innovation and entrepreneurship education courses varies among the three different universities.

(3) The faculty is not perfect

Colleges and universities focus only on teacher training when recruiting talent, but lack the capacity to value creative and business literacy training. In addition, ineffective training prevents teachers from keeping up with the times, making it difficult to implement innovative and entrepreneurial education. Teachers usually enter the education sector through teacher qualification examinations and teacher training examinations. These teachers have no experience in entrepreneurship. Their training courses on innovation and entrepreneurship have no practice, and they can only talk about plans on paper. The number of full-time and part-time teachers of creative and business literacy training in each university is shown in Figure 4.

(4) Lack of practicality

In most cases, creative and business literacy training remains theoretical. The incubation of entrepreneurial projects by college students, which corresponds to theoretical education in innovation and entrepreneurship, has a relatively low level of practical implementation. It has been reduced to an “exhibition stand” and is only used to demonstrate and respond to the scrutiny of managers at all levels. The system of practical support for creative and business literacy training fails to provide favourable support to college students wishing to innovate and start their own businesses, which directly reduces their enthusiasm and success rate.

4.2. Strategies for Optimizing College Students’ Creative and Business Literacy Training under the Background of “Internet +.”

(1) Optimizing the college concept of student innovation and entrepreneurship training

The concept of college student employment is too traditional and places too much emphasis on the stability and comfort of future work, while ignoring the future direction and outlook. However, with the acceleration of China’s market economy, the concept of college students’ employment and entrepreneurship has undergone tremendous changes. Only by guiding students properly can a broader development path be achieved. In carrying out the creative and business literacy training of college students in the context of “Internet +,” colleges should pay attention to optimize the education concepts, improve the previous education concepts, and change the traditional thoughts of college students’ education in time. And confront their tendency to blindly search for jobs. Universities should pay attention to psychological counselling, involve psychologists and guide students to actively confront their fear of social work, analyse themselves, and encourage them to actively confront their entrepreneurship or choose a challenging career and realize their potential.

Teachers themselves need to change their thinking and build their confidence. In concrete teaching, many teachers...
themselves pay insufficient attention to innovation and entrepreneurial learning. They think it is not a serious subject, and that is a misconception. Every teacher of creative and business literacy training should be in the right position to give good guidance to students so that they can practice innovation and entrepreneurship.

(2) Optimizing the teaching system

In the teaching content, we actively use teaching methods and techniques to help students develop entrepreneurial consciousness, strengthen scientific creative and business literacy training, and actively guide students to form a world view, life views, and values suitable for the development of society, as well as rational concept of innovation and entrepreneurship. Guide college students to develop an awareness of innovation and entrepreneurship and guide students to prepare for innovation and entrepreneurship by theory and knowledge skills before they graduate from college, so that students can become outstanding young people with their own vision, organisational ability, and social ability. The purpose and quality of talent training are directly determined by the educational concept. Creating scientific-educational concept can meet the developmental needs of the times, is an urgent necessity for the development of society, and is a driving force for the excellent and rapid development of society. Teachers should understand the inner thoughts of college students, understand their understanding of innovation and entrepreneurship, formulate recommendations according to students’ characteristics and answer questions regularly, so that students have enough time to solve problems that arise. Teachers should communicate more with students and provide individual counselling, if circumstances permit.

(3) Optimizing the study group

In order to put creative and business literacy training into practice, teachers need to continuously improve their professionalism and actively manage student participation. Universities can conduct regular or occasional training and research activities to understand and develop teachers’ understanding of creative and business literacy training, adapt pedagogical orientations, correct various emerging problems, and strengthen teachers’ practical capacity.

The particularities of innovation and entrepreneurial education require that teachers of innovation and entrepreneurial education have a people-centred concept of education for sustainable development, a solid theoretical base, and strong practical skills. Teachers cannot build a good team of innovation and entrepreneurial education teachers through unilateral efforts, such as subjective and active learning. This requires comprehensive advocacy by schools and society. The quality of creative and business literacy training is closely linked to the level of the teachers who deliver the entrepreneurship education courses. Academic teachers obtain their diploma by taking examinations in teacher education or by specialising in education. After graduation, they enter directly into the school to carry out their respective pedagogical tasks. Their life experiences are hardly connected with innovation and entrepreneurship, and they exist for a long time only in the social environment of the school. They refrain from learning about innovation and entrepreneurship, usually learning about entrepreneurship only from books. Colleges and universities can hire different teachers of creative and business literacy training and use them as full-time faculty members, so that they engage in creative and business literacy training for college students, rather than allowing other curriculum teachers to teach in passing.

(4) Optimize the practice of entrepreneurship education

Universities should rely on physical offline platforms, rationally allocate resources, cooperate with government and enterprises, and use enterprises or schools to establish practical platforms for college students, such as business incubator projects, technology innovation labs, and open nonprofit organizations. College students can not only take classes on an online platform but also improve their innovation and entrepreneurial skills, as well as be trained in social practice.

Use multimedia tools to build an online platform. In the context of the Internet+, the use of big data has advantages...
such as fast transfer speeds and diverse information, guaranteeing the diversification of innovative education and entrepreneurial learning in colleges and universities. Teachers and students can learn faster and better about the latest innovations and business tips and move away from the traditional way of learning. Teachers should help students to interpret the information available to them correctly.

First, take appropriate measures for economic and scientific and technological innovation management, establish an effective entrepreneurial practice base with effective resources and institutional safeguards, effectively provide comprehensive support to college students to ensure innovation and entrepreneurship, guide students to do independent research and design, and create and manage various kinds of entrepreneurship facilities. Second, carry out various kinds of innovation, creative, and business literacy training activities; regularly hold innovation and entrepreneurship competitions; hold innovation and entrepreneurship forums and talent forums; organize innovation and entrepreneurship workshops, innovation, and entrepreneurship salons; establish innovation and entrepreneurship clubs; and launch creative and business literacy training websites. Organize academic presentations, discuss workshops and other experience exchange events, invite famous entrepreneurs to visit the school and students for in-depth exchanges, provide students with advice and guidance on innovation and entrepreneurship, improve students’ understanding of innovation and entrepreneurship practices, organize student visits to relevant successful enterprises, and conduct surveys and internships.

5. Conclusions
The current problems of creative and business literacy training are mainly the following: bias, imperfect teaching system, imperfect teaching staff, and lack of practicality. In creative and business literacy training, many colleges and universities focus too much on theoretical teaching of innovation and entrepreneurship, ignoring the importance of practical learning. Creative and business literacy training is rather boring, both in content and form. Students spend less time thinking independently, always follow lectures, and do not engage in relevant practice, resulting in low interest in learning.

A questionnaire survey was conducted in this paper, and the results showed that more than 83.6 percent of the graduates have some idea about creative and business literacy training, but only 58.2 percent of the college students are satisfied with the existing creative and business literacy training. Together with the results of the experiment, this paper analyzes the reasons for the lack of effectiveness of creative and business literacy training and proposes five optimization strategies for discussion. To illustrate the principles of entrepreneurship education for college students, optimize the concept of innovative entrepreneurship education for college students, optimize the teaching system, optimize teachers, optimize the practice of entrepreneurship education system, optimize the entrepreneurial environment, make college students innovation ability and comprehensive quality can be effectively improved, and make college students innovation education innovative theory of innovative learning. This experiment is not specifically illustrated with actual cases of innovation and entrepreneurship, so the next research can go in this direction.

Data Availability
The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflicts of Interest
The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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