Analysis on the Role of Innovation and Entrepreneurship Education in the Construction of Modern Vocational Education System

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Abstract: Through a brief analysis of the development status of innovation and entrepreneurship education and the modern vocational education system, the article discusses the important role and internal relationship of the two education systems to the development of the market economy from the perspective of economics, which leads to the conclusion that innovation and entrepreneurship education plays an important role in the construction and development of vocational education system.

1 Introduction

Innovation and entrepreneurship education is a hot topic in the current society. Its development history is only a few decades, and modern vocational education started in the middle of the 18th century. The products of two different eras exist and develop together in the same time and space. There is no outbreak of generation gap in age, but integration, synergy, and speed of development are exciting and surprising, and even more convincing. The article briefly summarizes the development and construction status of innovation and entrepreneurship education and modern vocational education, discusses the value of two education systems to promote local economic development, and then analyzes the important role of innovation and entrepreneurship education in the construction of modern vocational education system. It is concluded that the innovation and entrepreneurship education and the healthy development of vocational education complement each other.

2 Overview of the Development Status of Innovation and Entrepreneurship Education

At present, China's innovation and entrepreneurship education has developed rapidly. In just a few decades, it has become a hot topic in various fields. The development results achieved are obvious, but from the perspective of the construction of the education system, there are still many problems. In terms of management functions, it is also necessary to strengthen the construction of institutional mechanisms.

2.1 Undergraduates do not have a deep understanding of innovation and entrepreneurship education, and there are not many successful entrepreneurs.

After national and local efforts to promote innovation and entrepreneurship education, college students have a certain understanding and knowledge of innovation and entrepreneurship education, but they do not understand it well. According to survey data from studies by Liu Wei, 30% of college students understand innovation and entrepreneurship simply as starting a business and groundbreaking work, and 85.6% of students have only ideas and no substantive behaviors about innovation and entrepreneurship. They are just bystanders or out lookers. At present, the majority of college students are still directly employed after graduation. Only a small number of students actually practice or start a business, so the number of successful college students is very small. \[1\]
2.2 The social subjects do not pay enough attention to innovation and entrepreneurship education, and teachers are lacking.

First of all, most colleges and technical schools have not yet understood the innovation and entrepreneurship education sufficiently and there is no overall layout plan. At present, most schools have not yet established specialized management or implementation of innovation and entrepreneurship education departments and organizations. The coverage among college students is inadequate. According to survey data from Liu Wei et al., 90.3% of the schools are mostly in the form of elective courses and lectures on innovation and entrepreneurship education. Innovation and entrepreneurship education courses have basically become marginalized schools, and most of them are listed as Quality education courses. Secondly, the number of teachers for innovation and entrepreneurship education is seriously insufficient, and the integration and unified organization of teacher resources are insufficient. For example, most schools for innovation and entrepreneurship education are currently staffed by administrative staff, employment guidance staff, counselors, teachers with less workload or new teachers. Most of these teachers have neither practical experience in enterprises, nor corresponding entrepreneurial expertise, and it is difficult to meet the requirements of carrying out innovation and entrepreneurship education. [1]

2.3 Modern innovation and entrepreneurship education methods cannot meet the needs of students. Schools have fewer activities and lack a platform for practice.

Promoted by the national level innovation and entrepreneurship competition, traditional preaching entrepreneurship education can no longer meet the needs of students for innovation and entrepreneurship education. At present, our students lack practical skills or practical experience, lack of entrepreneurship training platform, development at all levels to provide their experience and a series of tutoring and simulation activities on entrepreneurship as a theme for classes, societies, departments and schools.

2.4 The social awareness and degree of innovation and entrepreneurship education are not broad enough, and the development speed is not fast enough.

Innovation and entrepreneurship education has experienced the development of nearly half a century. Although it has a certain foundation and has achieved results, it has a lower development rate compared with developed countries or economically developed regions, and the development of the eastern and western regions is extremely uneven. The reason is that this education system keeps most people in the society in a wait-and-see state. It can also be understood that the rise and popularity of new things have not yet been recognized by the public. At present, most of this training system is still promoted by colleges and universities, and has not yet spread to all levels. To allow its development content and practical skills to be popularized, the public still lacks a connection platform. As a training for front-line technical talents who know theories, have quick start, service production, construction and management, vocational education has been working for many years to build this platform. However, it has been squeezed vertically by general education and flooded by the secondary vocational market. Horizontally, it has been pressured by the decline of economic development and the adjustment of national industrial structure. The demand for new talents has changed the talent training system in higher vocational education, which has affected the growth rate of innovation and entrepreneurship education.

3 Overview of the Construction and Development of Modern Vocational Education System

In the 1980s, with the establishment of short-term vocational colleges as a sign, the state clearly proposed the development of higher vocational education. From 1985, the Central Committee of the Communist Party of China formulated and promulgated a decision on the reform of the education system. The document clearly states that China should "gradually establish a vocational and technical education system from elementary to advanced, supporting industries, with a reasonable structure and able to communicate with general education".[1] to the 1996 Vocational Education Law, 2014 The "Decision of the State Council on Vigorously Developing Vocational Education" and the
2010 "Outline of the National Medium- and Long-term Education Reform and Development Plan (2010-2020)" all proposed the establishment of a modern vocational education system with coordinated development of secondary and higher vocational education. In 2019, the "National Vocational Education Reform Implementation Plan" also proposed: "To improve the national vocational education system, first of all, we need to improve the national vocational education system framework, grasp the correct direction of reform, and The principle of "integration and diversification in running a school" strictly adheres to the two standards of teaching standards and the quality standards of graduate students, and takes standardization construction as a breakthrough point to lead the development of vocational education and improve the vocational education system. [1]

3.1 Course construction
The teaching process focuses on the theory, and does not pay enough attention to the cultivation of students' basic skills. The knowledge is broad and it is difficult for students to grasp the core content. The updating of ideas and of education and teaching method are insufficient. Curriculum integration is not in place. Curriculum integration should not be a simple combination of several courses. Instead, some interdisciplinary courses should be set up to allow students to master the knowledge of related courses after completing a project study and improve the internalization of the knowledge learned by students.

3.2 Teaching assessment
At present, vocational education has not formed a uniform national quality inspection standard, so it is difficult to guarantee the quality of teaching. Whether the students are qualified or not is still up to the training school, which cannot reflect the authenticity of the teaching level. In fact, whether the products we process are qualified or not, the opinions of the employer should take a considerable proportion.

3.3 Faculty building
Most of the teachers of vocational education are science and technology universities or postgraduates. After graduating from school, they directly teach in vocational education colleges. The proportion of graduates from pure normal education is not high, so their basic teaching skills are lacking. This has caused vocational college teachers to gradually lack both business experience and teaching expertise. Although from the country to colleges and universities, the construction of dual-teacher teachers has been strongly encouraged, and young teachers are encouraged to participate in corporate practice or go to the production line for intermittent short-term training. Colleges and universities have expanded enrollment. After the increase of students, teachers also increase the tasks of education and teaching, scientific research, and the time left for autonomous learning is very small. The difficulties can be imagined. In addition, it is common for new teachers to enter the classroom on the other side of the school, resulting in insufficient teaching and scientific research, a weak theoretical foundation, and poor ability to practice in their own subject areas. Sound and low assessment requirements have resulted in a slow improvement in education and teaching levels, constraining the development of schools, and limiting the development of vocational education.

3.4 Construction of talent training system and mechanism
In accordance with the requirements of the State Council, relevant ministries and commissions, and local governments for employment and entrepreneurship, all schools are vigorously advancing the reform of innovation and entrepreneurship education, and have effectively promoted the development of vocational education at a certain level, have an innovative spirit and aspirations for training and provide a better develop platform for students who further understand or engage in the field of innovation and entrepreneurship. However, in terms of deep-level construction, the reform of innovation and entrepreneurship education can not continue to make efforts, because the education reform needs to be rolled out in a large area in accordance with the requirements within a short period of time. Immediate results, but in the specific operation process, this reform did not
establish a fixed professional training system and a long-term effective operating mechanism in the
talent training system of all schools, and there was no department in the implementation to check
and supervise the effect of the reform. Over time, under the circumstances of insufficient
development momentum and insignificant results, the educational reform of this project will be
abandoned, and previous efforts will eventually be lost.

4 The Role of Innovation and Entrepreneurship Education in the Construction of Modern
Vocational Education System

4.1 Innovation and entrepreneurship education has improved the speed of modern vocational
education system to practical aspects

Vocational education has been formed and developed since the industrial revolution in the 1860s. Under
the influence of the globalization of the knowledge economy and the trend of lifelong education, related
theoretical research has also become commonplace, and many fruits have been accumulated. The innovation
and entrepreneurship education has been proposed since 1989. The scale of development has gradually expanded and the speed has increased exponentially. Until now, we have held five sessions of the “Internet +” China University Student Innovation and Entrepreneurship Competition. Through the innovation and entrepreneurship competition, the principles of promoting learning through competition, teaching through competition, and innovation through competition promote the innovation and entrepreneurship training and practical ability of university students. It has been greatly promoted to continuously improve the level of innovation and entrepreneurial talent cultivation, so that the soil for "mass entrepreneurship and innovation by all people" is more fertile, which has promoted the upgrade of China's "three innovations" work, and lay a solid foundation for the companies to cultivate first-line technical talents who knows the theory, can operate well, will be used and retained, providing intellectual and intellectual support for the construction of an innovative country, and providing an inexhaustible force for the development of vocational education, making China's vocational education enter the fast track.

4.2 Innovation and entrepreneurship education has increased the potential value of talent training in
modern vocational education

4.2.1 Innovation and entrepreneurship education can enhance students' comprehensive
competitiveness in the future.

The National Innovation and Entrepreneurship Competition has become a test platform for
presenting the educational results of innovation and entrepreneurship education in colleges and
universities. He has created a cross-border miracle for vocational education and even higher
education as a whole, and has played an important role in the future development of students.

Enhance students' self-confidence. The players who have participated in the entrepreneurial
contest say the most: "I can win prizes in the entrepreneurial contest. What else can stump me?" Every year, tens of thousands of people participate, and there are thousands of projects on each track. Regardless of the level of education and the excellent academic performance, as long as students can participate, it means that they have strength, and self-confidence has become inevitable. Naturally, the students' confidence in their individual professional theory and practical ability is also stronger.

Expand students' thinking on learning and practice. The vast majority of entrepreneurial contest
participants said that before participating in the competition, they thought that college life was to go to
classrooms, listen to classes, and conduct laboratory internships to do experiments; then participate in
some collective and public welfare activities. After going through the competition, we know that we
must make changes in our learning goals and learning methods in order to gain the learning effect.
Touched by the competition, all our gains will be implemented in learning to make real actions. In the
rapidly changing information age, only by establishing the concept of "lifelong learning" can we keep
pace with the times; only by establishing "The concept of customers’ supremacy" can create
employment competitive advantages for themselves and further increase market competitiveness.
4.2.2 Improve students' comprehensive quality and enhance employment competitiveness

The process of students participating in the entrepreneurship competition is also a process of cultivating their core competitiveness. From the idea of entrepreneurship to the actual social market survey, the whole process has just trained the students' innovative ability, planning ability and communication ability; the formation of the team has trained individual leadership, organizational coordination, teamwork spirit, etc.; entrepreneurship The writing of the proposal reflects the cultural level such as the ability to express words and inductive abilities; the on-site roadshow exercised the ability of language expression, psychological quality and comprehensive performance; the defense link exercised the ability to respond to the situation and comprehensive awareness; the plan and project revisions were repeated, Road show failure, program adjustment and improvement, various accidents encountered in social practice, and solutions to various emergencies, etc., are all honing the entrepreneurial spirit of each student. Innovation and entrepreneurship education does not mean that each student should start their own business or create their own company in the traditional sense. Instead, the focus is to play the role of a star in the comprehensive cultivation of students' personality, innovative thinking and ability. In this training system, the cultivation of innovation and entrepreneurship is the core. And the various abilities and entrepreneurial spirits cultivated by participating in various types of entrepreneurship competitions are also the things that employers want and value most when they graduate into the workplace and enter the society.

4.2.3 Embodying the core of vocational education-applying what you have learned

After the practice of the entrepreneurship competition, the students found that they had insufficient learning in the past. The knowledge in the classroom is different from the facts in practice. Only by personally participating and practicing can they better master the professional knowledge. By participating in the competition, students applied their knowledge to practical operations, combining theory with practice and experiencing hardships and happiness in the workplace. Every participant in the establishment of a student entrepreneurship project must start with market research and analysis to find "pain points" in market demand, that is, where consumers are dissatisfied, and services generally not available to businesses, etc. This is the basis of the project's existence. This requires entrepreneurial initiators to organize team members to conduct in-depth market research based on their majors, research areas, or team strengths. Once the existence of "pain points" in the market is determined, the team members combine market and demand analysis, marketing planning, project management, etc. with their knowledge and knowledge to find effective solutions as quickly as possible to meet market pain points. This requires participants to have both theoretical knowledge and practical ability, as well as written expression ability, market design ability, and on-site coordination and expression ability. As long as the students are seriously involved in the whole process, the comprehensive ability of each participant will be obviously improved. At the same time, the students will experience a sense of accomplishment in applying what they have learned to stimulate their motivation.

4.2.4 The innovation and entrepreneurship education has brought into full play the value of personnel training in modern vocational education

Modern innovation and entrepreneurship education also takes Lideshu people first, which is the core concept of vocational education. The purpose of innovation and entrepreneurship education is to cultivate students' innovative spirit of thinking and dare to challenge, advocating the moral character of learning to cooperate in personal development, knowing gratitude, and persisting rather than giving up when facing difficulties and setbacks, to create value and return to society. Responsibility, these are the embodiment of quality education in schools and the training goals of Lideshuren. Therefore, innovation and entrepreneurship education, while continuously adapting to local economic and social development and change, can no longer simply be regarded as a school entrepreneurship training course, and is no longer simply a course design made in response to the relevant national policy spirit. In this sense, college innovation and entrepreneurship education should take the task of cultivating innovative talents, be at the forefront of science and technology, cultivate high-quality applied technical talents who can promote knowledge and technological
innovation, and serve the strategic development of the region and even the country. Provide talent support and intellectual support for local economic development and corporate scientific and technological innovation.

The innovation and entrepreneurship education system and the vocational education system have been integrated. The first is to infiltrate innovation and entrepreneurship education in professional and theoretical courses, two courses, career planning courses, and philosophy and social science courses, to fully explore various types of innovation and entrepreneurship resources in or around the school; according to the characteristics of the school's actual and professional settings, open a wealth of innovative entrepreneurship education courses; Combining the actual needs of students and using modern new media technology, online open innovation and entrepreneurship courses such as mu classes, micro-classes, etc., are convenient for students to learn. The second is to innovate teaching methods and assessment methods. In the teaching process, heuristic, discussion, participatory, and question-based teaching methods are often used, focusing on participation, display, and evaluation of activity results in the teaching process to cultivate students’ innovative consciousness and innovative thinking; in the process, timely grasp social needs and Students’ practical demands to provide targeted educational resources; in the assessment process, they focus on the combination of qualitative and quantitative, and focus on training students’ ability to analyze and solve problems. By formulating quality standards for personnel training that meet the standards for enterprise employment under the conditions of a modern market economy, the specific training requirements for innovation and entrepreneurship education are clarified, and the cultivation of innovation spirit and entrepreneurial ability is decomposed and refined to promote schools to revise talent training programs and optimize talent training system.

4.2.5 Innovation and entrepreneurship education will develop in harmony with modern vocational education and achieve sustainable development

After many years of development, the construction and development of China's vocational education system has made considerable progress and achieved good results. It has trained thousands of skilled application-oriented high-quality technical personnel for the society and local economic and social development and has made positive contributions to local economy and social development. As a product of economic, social development, after more than 30 years of development has been explored as an entry point for local economic and social development, according to social characteristics, according to local economic conditions, combined with local talent A number of talents that are needed by contemporary enterprises and society have actually been cultivated. Its development has matured and grown into an independent system, and it has been quietly integrated into the vocational education system. It has adapted to the development of society and provided vocational education. The system fills the corresponding gaps and enriches the content, form and system of vocational education. The two complement each other in the current higher-tech applied personnel training system; in accordance with the "Outline of the National Medium and Long-term Education Reform and Development Plan (2010 — 2020) " and "State Council Decision on Accelerating the Development of Modern Vocational Education ", "The" National Vocational Education Reform Implementation Plan "and" Yunnan Province's Modern Vocational Education System Construction Plan (2015-2020) ", looking at the national and local vocational education system construction and future education development direction, combining regional economic, social and industrial development. For the needs of various levels such as transformation and upgrading, the two will be deeply integrated and achieve each other.

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