The Exploration of the Way for Colleges and Universities to Enhance the Innovation and Entrepreneurship Awareness of College Students Relying on Social Practice Activities in the New Era: Taking the Information Control College of Xi'an University of Architecture and Technology as an Example

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Abstract: Social practice in Colleges and universities is an important way to fully implement the party’s educational policy in the new era and to fulfill the fundamental task of Building Morality and cultivating people. It is also a vivid picture around the comprehensive functions of colleges and universities, society and college students. With the coming of “mass entrepreneurship, mass innovation”, the state puts forward higher requirements for the innovation and entrepreneurship ability of college students in the new era, but this is not only a single requirement for college students, but also a question on how to carry out innovation and entrepreneurship education in Colleges and universities, how to provide social support for innovation and entrepreneurship, and how to improve the innovation and entrepreneurship ability of college students. For college students, to solve the problem of ability, first of all, we need to solve the problem of ideological awareness. This paper is guided by the problem and summarizes the effective path to enhance the awareness of innovation and Entrepreneurship of college students based on the practical experience of 2018 provincial excellent social practice team of credit control College.

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Keywords: Social practice; Innovation and entrepreneurship; Path exploration

DOI: 10.47297/wspiedWSP2516-250003.20200431

1. The Current Situation of Carrying out Social Practice Activities and Improving College Students’ Awareness of Innovation and Entrepreneurship

(1) Colleges and universities attach great importance to innovation and entrepreneurship education, but most of the achievements stop in the school gate

Looking at colleges and universities across the country, innovation and entrepreneurship education is always included in the important work contents. In most colleges and universities, the common practices are as follows: leaders at the school level establish working groups, set up special office directors, set up special funds to support innovation and entrepreneurship, widely organize and mobilize students to participate in the innovation and entrepreneurship competition, and bring the results into the year-end assessment range... But based on the students’ level, due to the innovation and Entrepreneurship Lack of understanding, most of them just “participated” in the competition, with the purpose of awarding bonus points, lack of high-quality works that can produce practical benefits to the society, and their achievements will inevitably stop in the school gate. When students participate in mass entrepreneurship and innovation, first, they don’t set up a big concept of innovation and entrepreneurship, and they often participate in the competition for the purpose of utilitarianism. Second, they don’t think about the project selection of the competition from the perspective of the actual needs of the society. Third, even if they have good results and lack of further support from the third party, the good results will not really come to the ground.

(2) Colleges and universities attach great importance to college students’ social practice activities, but the practicality and continuity are not strong

Colleges and universities carry out social practice activities, involving a wide range of topics, especially during the winter and summer holidays, which have the most extensive impact on social practice activities, because of its relatively concentrated time and personnel, high social recognition, wide participation, easy to focus on the results, convenient management, etc. Social practice can be roughly divided into policy advocacy, voluntary service, investigation and research based on a wide range of standards. Students have achieved the basic purpose of social practice to a certain extent in the process of development, but a small number of
teams, with the purpose of pulling banners, taking photos and issuing certificates, have failed to make full use of the precious time of winter and summer vacation and the precious opportunity of “three going to the countryside” Use, and the results of social practice activities tend to stay after the end of practice, later did not continue to make efforts to make the project deep and detailed, lack of inheritance, resulting in the lack of practicality and continuity of practice activities.

2. On the Weak Links of Improving College Students’ Awareness of Innovation and Entrepreneurship Based on Social Practice Activities in Colleges and Universities

(1) The establishment of university management and evaluation system is not perfect

1) The establishment of guidance and management mechanism for students is not complete. At present, the social practice of college students in China is mainly organized, guided and arranged by the school. Due to the lack of sufficient experience and vision of students in the preparation process of practical projects, the awareness and ability to combine social practice with innovation and Entrepreneurship of college students are relatively weak, which eventually leads to rich types of practical content, but the results of selection tend to be old-fashioned in content and single in form Elephant. In particular, there are few teams that choose innovation and entrepreneurship to carry out social practice. However, the school lacks the relevant scientific guidance system, the guidance of students is wrong, and the social practice and the professional theory of entrepreneurship and innovation are not well integrated with the practice operation training, which leads to the students’ inability to start even if they want to carry out the social practice of entrepreneurship and innovation projects. In the practice process of organic combination, the lack of systematic and effective guidance and theoretical foreshadowing in the early stage of school, and the lack of sufficient preparation and ability to deal with when encountering the situation, often lead to the phenomenon that the progress of practice is slowed down or even the practice is ended hastily.

2) The evaluation system of practical achievements is not comprehensive enough. At present, most schools only need to submit social practice reports and activity photos after practice. However, it is impossible to judge whether the practice team has reached the goal of practice and education. The practice team is easy to have enough superficial skills, but the social practice has no actual output, the students have not received the practical education, and even once there was a
“stamp movement” and other situations. The social practice based on the mass entrepreneurship and innovation project has practical output, but due to the poor publicity work and the inability to conduct the same evaluation with the practice team who has gone through the field “with chapters”, it is very easy to put the cart before the horse\(^1\).

3) We should pay attention to publicity, focus on short-term practical output and ignore long-term effects. Recently, when colleges and universities actively encourage students’ social practice, there are some problems in the pursuit of simple publicity effect and social impact, which neglect to combine with students’ professional learning and reflect professional background. Practice teams tend to focus on the output of short-term social practice, and then use it to evaluate social practice. Short-term social practice is often difficult to improve students’ innovation and entrepreneurship ability.

However, the time nodes of competition, learning and students’ practice of general entrepreneurship and innovation are different, both of which have obvious stages. If the previous practice resources are in short supply and lack of accumulation and sustainability, it will eventually lead to the difficulty of transforming the practice results into the innovation and entrepreneurship results. The lack of follow-up guidance for students in the school further transforms the achievements of social practice, resulting in a waste of resources.

\(2\) \textit{Enterprises do not fully understand the social practical significance of college students based on the entrepreneurship and innovation project}

1) Lack of support for social practice team activities. Enterprises fail to distinguish the nature and difference of each practice team well, and due to the formalization and superficialization of social practice, college students’ social practice has no obvious and effective profit output for enterprises in a short period of time, and even increases the operation and management costs of enterprises, resulting in many enterprises’ wrong understanding of social practice and unwilling to accept college students’ social practice Practice and create social practice base. It is difficult for the social practice team under the mass entrepreneurship and innovation project to find a suitable and willing science and technology enterprise.

2) It is too single to help the social practice team. Due to the single content and insufficient strength of the current school enterprise cooperation, some enterprises take the students who come to carry out social practice as a way to train their employees. It is with this subjective purpose that many enterprises often only lead them to visit the enterprise culture and hold symposiums when they receive the so-
cial practice of College students. However, it is very difficult for the students who practice innovation and entrepreneurship to get relevant knowledge about science and technology. Students are unable to apply what they have learned and combine production, learning and research to improve the ability of scientific and technological innovation and achievement transformation of enterprises, which seriously hinders the social practice to play its own role. At the same time, as enterprises are worried about the lack of knowledge of intellectual property protection of college students and the leakage of science and technology, once it comes to the science and technology of enterprises, they tend to avoid talking about it. This is also an important reason to hinder the social practice of entrepreneurship and innovation projects.

(3) College students lack of innovation and entrepreneurship ability and practical experience

1) The ability of innovation and entrepreneurship is insufficient, and the design plan of practical activities is insufficient. Some students only pay attention to theoretical study, but ignore the ability of innovation and entrepreneurship. They can’t combine the theory with practice very well. It is difficult to use the platform of social practice to apply the theory to practice for scientific and technological innovation, which in turn affects social practice. Therefore, in the process of practice, they only complete the practical tasks according to the requirements of the instructor, without more thinking about the project itself, and without the practical task of cultivating the spirit of innovation and entrepreneurship.

College Students’ social practice in the process of development can often capture the current social hot spots, so they can well implement the theme determined by the Central Committee of the Communist Youth League. However, the project design is very unscientific, and the development mode has been very backward. Most of them still follow the form of visit, visit and investigation. They do not go deep into the society to get the first-hand practical data, which are all resources that have been collected and sorted out by others. The backwardness of data inevitably leads to serious deviation between the project research of innovation and entrepreneurship and the development of the times and local demand.

2) Students lack of practical experience, and can not deal with emergencies in time and effectively when conducting social practice under the mass entrepreneurship and innovation project. The main force of social practice in most colleges and universities is freshmen and sophomores. It is undoubtedly a challenge for these students who are not involved in the world to carry out social practice. In the process of development, there are often many unexpected problems, especially the so-
cial practice team based on the entrepreneurship and innovation project. The most common situation is that the knowledge reserve is insufficient, the skills are not mastered enough and so on. Therefore, social practice is often interrupted and replaced by centralized training to learn and master relevant technical skills. This is also one of the factors that lead to the disruption of the practice plan and the slow progress.

3) After the practice, there is no effective achievement transformation. Social practice often takes a lot of preparation and effort to carry out project practice. However, after the practice, the members of the practice team soon put the social practice behind them, abandoned the data collected by the social practice, and did not have the consciousness of transformation based on the practice. Only in order to complete the social practice task, but not to combine the social practice with the subsequent innovation and entrepreneurship to improve their innovation and entrepreneurship ability.

3. Strengthen and Improve the Ways to Improve College Students’ Awareness of Innovation and Entrepreneurship through Social Practice

(1) The school further improves the organizational mechanism, constructs the security system and promotes the project-based operation mode of social practice

1) Based on practice, enhance the awareness of innovation and entrepreneurship. Before social practice, colleges and universities should make extensive publicity, make adequate preparation in advance, and strengthen the construction of practice team. Eliminate the fear that college students are afraid, unable and unable to start mass entrepreneurship and innovation social practice. Create a good atmosphere of scientific and technological practice through the publicity lectures of mass entrepreneurship and innovation social practice, guide college students to combine social practice with mass entrepreneurship and innovation thinking, and combine practical projects with school teachers’ scientific research projects, so as to build more bridges of communication between teachers and students, and between the school and the society.

2) Explore and establish more advanced evaluation mechanism. Scientific improvement of social practice evaluation system is the baton for the successful development of social practice. Schools should continue to explore more practical evaluation mechanism, and put an end to the social practice of incorrect values
such as “stamp movement”. Using a more scientific evaluation system to guide college students to establish the right direction.

3) Rely on the practice base, pay attention to the long-term effect, and enhance the transformation of social practice results. Schools should attach importance to the establishment of social practice bases by practice teams, and build more communication platforms for schools and society. So that students can not only rely on the practice base to carry out social practice in social practice, but also can further study and exercise in the practice base in the later mass entrepreneurship and innovation projects. Further transform the resources and achievements of the previous social practice.

(2) School enterprise linkage to change the concept of social practice for College Students

1) Correctly understand the significance of College Students’ social practice, and change the prejudice of College Students’ social practice. In addition to school, the society should also pay attention to the construction of the base, so as to provide a good social foundation for students’ practice. This requires enterprises to have a correct and sufficient understanding of College Students’ social practice, and to abandon the prejudice of College Students’ social practice. Social areas should build a good atmosphere of public opinion through effective publicity. At the same time, the school can make use of its own disciplinary advantages to win-win with local enterprises [2].

2) We will vigorously support social practice and further open the exhibition scope of advantageous technologies of enterprises. Before going to the enterprise for social practice, the practice team should learn the relevant content of intellectual property protection in advance; during the practice, the team promised to protect the secrets of the enterprise from leakage, and dispelled the concerns of the enterprise about the lack of awareness of intellectual property protection of college students and the leakage of science and technology. Enterprises should fully support the development of social practice after eliminating concerns. While improving the innovation and entrepreneurship ability of college students, it can also strengthen high-tech enterprises, promote their industrial development, and achieve win-win.

(3) Improve students’ learning ability of mass entrepreneurship and innovation, integrate theory with practice, and make contingency plans

1) Students are encouraged to participate in innovation and entrepreneurship competitions, so as to promote learning and improve the participation of instructors. College students should take the initiative to enhance the innovation ability of the science and technology department. They should not only stick to learning
knowledge from textbooks, but also take the initiative to find opportunities to apply knowledge to practice. Do your homework in advance to improve your ability. In practice, we should also give full play to our own initiative and be diligent in thinking, rather than just completing the practical tasks assigned by the instructor.

Teachers should also be more involved in students’ social practice, help them to set up a reasonable project structure, arrange practical tasks, and innovate practical forms. In the process of practice, we should actively give guidance and help to the practice team and strengthen the supervision of practice activities [3].

2) Prepare the emergency plan in advance. As the main force of social practice in Colleges and universities are mostly freshmen and sophomores, they lack practical experience and cannot deal with emergencies in time and effectively when they carry out social practice under the mass entrepreneurship and innovation project. Therefore, it is necessary for college students to make contingency plans before social practice. For the mass entrepreneurship and innovation practice group, it is not only to make a good safety plan, but also to make more contingency plans for practice, such as: lack of relevant professional knowledge, unable to continue social practice; unreasonable project settings, unable to complete scientific and technological innovation tasks on time, etc. Use good emergency plan to ensure the smooth progress of social practice [4].

3) Based on practice, accelerate the transformation of scientific and technological achievements in social practice. College students should make use of the data and achievements of social practice research to further enhance the transformation of innovation and entrepreneurship. Even after the practice, we should continue to stick to the research and continue to polish the resources and achievements in the competition of entrepreneurship and innovation.

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