

The Study on Existing Problems in Innovation and Entrepreneurship Education of Application-Oriented Universities*

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In May 2010, Ministry of Education issued the Opinions on Greatly Promoting Innovation and Entrepreneurship Education in Institutions of Higher Learning and Entrepreneurship of College Students. In November of the same year, the Minister of Education Yuan Guiren pointed out in the working videoconferencing of graduates in national regular institutions of higher education that it is necessary to integrate with resources, reform the talent cultivation mode, improve innovation and entrepreneurship capacity and quality of college students, and comprehensively promote innovation and entrepreneurship. Afterwards, innovation and entrepreneurship education is rapidly developing in each college. However, at this stage of China, since innovation and entrepreneurship education is still kept in the starting and exploratory stage. Innovation and entrepreneurship education fails to form the uniform system, mode, and standard. Different colleges have uneven level in innovation and entrepreneurship education. Meanwhile, the mode of innovation and entrepreneurship education is also different. The cultivation mode and curriculum system of innovation and entrepreneurship education differ in thousands of ways. This paper analyzed the existing problems of application-oriented universities in the practice process of innovation and entrepreneurship education and gave some suggestion.

Keywords: Innovative Education; Entrepreneurship Education; Application-Oriented Universities

Introduction

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Existing Problems

Deviation of Comprehension on Connotations of Innovation and Entrepreneurship Education

Since the implementation of innovative entrepreneurship education in our country, different departments in the school and teachers have had different views on the connotation of innovative entrepreneurship education: Firstly, it is believed that innovation and entrepreneurship education is an extension of employment, which is to help students to start their own businesses. The second is that innovation and entrepreneurship education is to encourage students to take part in different competitions, so that students can obtain more professional knowledge through competitions. The third is to think that innovation and entrepreneurship education is the innovation of education plus the startup education. In May 2014, ZHANG Da-liang, director of the Department of higher Education of the Ministry of Education, said at a news conference held by the Ministry of Education that the opinions on the implementation of the Reform of Innovation and Entrepreneurship Education in Colleges and Universities should be interpreted. To deepen innovative and entrepreneurial education in colleges and universities is not to simply teach students to open companies and set up a company, but rather to promote comprehensive reform of higher education and improve the quality of higher education in an all-round way. Breakthrough and important grasp of promoting higher quality Entrepreneurial Employment for College graduates (ZHANG, 2014). “Therefore, innovative entrepreneurship education is not equal to the education of starting a business”, he said. The core of innovative entrepreneurship education is “education”, and “innovation” is the source and starting point of education (WANG, 2015). Innovation education aims to cultivate students’ innovative thinking and innovative skills and can use these thoughts and skills to provide unique insights and creative solutions in a particular environment. Education is a specific application of innovation capability in a specific environment. Entrepreneurship education is to further enhance students’ entrepreneurial quality through entrepreneurship practice, making them have the entrepreneurial ability and master the entrepreneurial skills. From this, we can see that innovative entrepreneurship education is not to encourage all students who receive innovative entrepreneurship education to start their own businesses, but to develop students’ awareness of innovation in their future jobs. Therefore, the goal of innovation and entrepreneurship is unified, which is to cultivate students’ innovative thinking, entrepreneurial consciousness, and entrepreneurial ability (Education QAAFH, 2012). The two are mutually complementary and cannot be treated in isolation.

Disconnection Between Innovation and Entrepreneurship and Professional Education

The main function of application-oriented universities is to cultivate the advanced application-oriented talents, while talent cultivation target is a ruler to verify talent cultivation of colleges. As a result, by aiming at students in different majors and types, the talent cultivation target should be different. For example, by aiming at Internet of things and communication engineering, the professional cultivation target should be diverse. The target of innovation and entrepreneurship education should not be completely consistent, but should embody the features of various majors. It is a pity that the talent cultivation target formulated by many colleges has no

difference in students' innovation ability and entrepreneurship skills. What is more, talent cultivation target of many colleges does not mention the innovation and entrepreneurship ability cultivation. In addition, innovation and entrepreneurship education of institutions just goes through the motions. Several innovation and entrepreneurship courses are established in the manner of optional courses or required courses. The initiative spirit and entrepreneurial ability are only limited to innovation and entrepreneurship courses (CAO, 2017) and they are disconnected from other professional courses. Therefore, the innovation and entrepreneurship education has not gone deep into all process of talent cultivation. It is short of deep integration with the entire teaching system and it does not have the tight connection with the subject major education.

Teachers Are Limited in Innovation and Entrepreneurship and Cannot Carry out Effective Education

Teachers are main executors of innovation and entrepreneurship education. Teacher level directly affects the level and effect of innovation and entrepreneurship education. According to the exchange situation with multiple teachers in multiple colleges, many college leaders pay more attention to innovation and entrepreneurship education and take lots of measures to focus on improving students' innovation and entrepreneurship ability, but many teachers are limited by heavy teaching tasks, title promotion pressure, and level limitation. They are short of enthusiasm for innovation and entrepreneurship ability. Some teachers even consider innovation and entrepreneurship education courses as the pure theoretical courses (CAO, 2017). Some major teachers think that innovation and entrepreneurship courses are irrelevant of major teachers, but teachers who specialize in teaching innovation and entrepreneurship courses should take charge of it. In addition, some teachers think that undergraduates even have no innovation, so innovation and entrepreneurship education flogs a dead horse. Some teachers show that innovation and entrepreneurship education just needs students to get several certificates and credits. More teachers are acceptors of traditional education and they are lack of innovative ability. They do not have entrepreneurial experience and do not have the ability to guide students for innovation and entrepreneurship ability cultivation and they are powerless to do innovation and entrepreneurship education, showing that some colleges carry out the innovation and entrepreneurship education like a raging fire, but achievement is not significant. Teachers are the mechanical damage.

Students Are Short of Sense of Identity for Innovation and Entrepreneurship Education.

In colleges, some college students are affected by traditional thoughts and suffer from pressure imposed by their parents, they still insist in the profession-choosing concept of "seeking for stability", hoping to look for a relatively stable job by attending civil servant and undertaking exam. These students think that as long as they pass the exam, it seems that they get a secure job. After they start to work, they naturally have no need for innovation. Furthermore, other students think that if they are not self-employed after graduation, they have no need to make innovations on thinking and entrepreneurship skills. The high or low innovation and entrepreneurship will not affect their work. Some students may plan to become self-employed, but they think that they just need to consider entrepreneurship after graduation. Therefore, they just make short shrift of the innovation and entrepreneurship practice for some innovation and entrepreneurship courses established by schools. In their inner mind, they are short of the sense of identity for innovation and entrepreneurship education. Some students even have the inimical emotions. Some students think that innovation and entrepreneurship courses established by schools have no assistance to their future work, so there is no difference, no matter they study it or do not study it. They just need to get credits and graduate smoothly.

Solutions

Unify Thoughts, Improve Cognition and Set up the Correct Innovation and Entrepreneurship Education Philosophy

For a long time, affected by exam-oriented education and traditional education concept, college students generally have the solid basic knowledge, but they do not have high innovation ability and strong entrepreneurship skills, showing the weak consciousness of entrepreneurship. In today's society with economic globalization, innovation becomes the first power of economic social development and the key to improving the overall national strength. In March 2014, Ministry of Education definitely showed that in 1200 regular colleges, 50% of academies will turn to the application-oriented universities. Application-oriented universities assume the heavy responsibilities of serving for regional economic social development and making innovations on developing advanced application-oriented talents and play an important role in cultivating high-level innovation and entrepreneurship application-oriented talents. In May 2015, General Office of the State Council issued the Implementation Opinions on Deepening the Innovation and Entrepreneurship Education Reform in Institutions of Higher Education, revealing that each college should comprehensively deploy and formulate the implementation schemes of deepening innovation and entrepreneurship reform of colleges (General Office of the State Council, 2015). Hence, beginning with the overall situation, all college teachers must accept and seriously study relevant philosophy of innovation and entrepreneurship education, set up the correct innovation and entrepreneurship education philosophy, unify thought, improve cognition, enhance innovation and entrepreneurship education level, change the traditional education concept, actively adapt to the new era demands for innovation and entrepreneurship talents, and effectively carry out the innovation and entrepreneurship education work.

Construct the Perfect Education System With the Deep Integration of Innovation and Entrepreneurship Education and Professional Education

The new economic era challenges the traditional education and proposes the new requirements for the education system in application-oriented universities. The talents cultivated by colleges not only should have the solid theoretical foundation, but also should have the innovative ability to propose the new thought and adapt to constantly changeable employment environment. They should have the critical spirit and strong self-awareness, pay more attention to opportunities, and adapt to the commercial environment. The acquisition of the above-mentioned ability is gained by implementing the innovation and entrepreneurship education. Nevertheless, innovation and entrepreneurship education and professional education cannot be "two-layer skin", because acquisition of innovation and entrepreneurship ability and skills need endless time. It is a systemized process. Only to root the philosophy of innovation and entrepreneurship education into the soil of professional education can innovation and entrepreneurship education take root to finally get the plenteous fruits. For this reason, it is necessary to construct the perfect education system deeply integrating innovation and entrepreneurship education with professional education, so as to cultivate the talent cultivation mode, bring innovation and entrepreneurship education into the talent cultivation target, integrate into the teaching target of professional education, effectively carry out innovation and entrepreneurship education, and comprehensively improve integrated quality of talents.

Cultivate the High-Level Innovation and Entrepreneurship Education Teaching Staff

The application-oriented innovation and entrepreneurial talent cultivation cannot be separated from

teachers. As a result, it is necessary to gradually perfect the existing talent introduction and cultivation mechanism, introduce from outside for internal training, and gradually improve teaching staff level. To begin with, by aiming at existing professional teaching staff, personnel department of colleges should positively organize the effective training, improve teachers' cognition on innovation and entrepreneurship education, enrich experience of innovation and entrepreneurship, formulate the incentive policy, and enhance educational enthusiasm and participation. At the same time, college students should encourage teachers to participate in seminars and scientific research activities for academic exchange, update existing knowledge structure, and track the academic cutting-edge. By constructing the joint training mechanism with relevant enterprises, existing teachers will rapidly grow up. Teachers are encouraged to participate in training in enterprises, take a temporary post in enterprises, and enrich working experience. Besides, for teachers who cannot pass the internal training in a short time, it is necessary to introduce from the society and provide the preferential policies to ensure that talents can be "introduced". At last, other non-full-time teachers in colleges including administrative staff should be irregularly trained, grasp the latest education dynamics, and comprehend connotations of innovation and entrepreneurship education, thus all teachers in colleges will reach a consensus on innovation and entrepreneurship education and provide human resource safeguard for colleges to do innovation and entrepreneurship education.

Form the Resultant Force of Innovation and Entrepreneurship Education With Joint Management

Colleges are main battlefields of innovation and entrepreneurship education. Teachers are subjects to implement innovation and entrepreneurship. However, innovation and entrepreneurship education does not mean that it is the responsibility of a teacher or a department. Some colleges think that innovation and entrepreneurship education is a part in employment, so the innovation and entrepreneurship education is completely given to employment career guidance. Some colleges think that innovation and entrepreneurship should be taken charge by teachers in innovation and entrepreneurship education courses. Some colleges even treat it as an elective. As long as students get the corresponding certificates, they will gain the corresponding innovation and entrepreneurship scores, resulting in chaotic phenomenon in innovation and entrepreneurship education management. It is hard to integrate with the effective college resources. The innovation and entrepreneurship education gets involved in the whole process of recruitment, teaching, students' management and employment. It is a systemic project. Each department in colleges should form the resultant force of innovation and entrepreneurship education with joint management and improve the innovation and entrepreneurship education to a new high. Particularly, conditional schools should independently establish a department to make innovations on education, establish the perfect innovation and entrepreneurship education system that adapts to the schools' talent cultivation mode, formulate the corresponding policies, and coordinate with manpower of the society and each department to do innovation and entrepreneurship education.

Conclusion

Nowadays, innovation and entrepreneurship education has been widely carried out in China, forming a new education philosophy. Colleges gradually realize the importance of innovation and entrepreneurship education, but there are still some problems. Moreover, with the in-depth implementation of innovation and entrepreneurship education, there are some new problems. It is urgent for colleges and all parties to make efforts, promote innovation and entrepreneurship education, and gain the better effect.

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