

Teaching Reform and Practice of Innovation and Entrepreneurship of New Business Talents

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Abstracts: With the proposal of the development goal of national higher vocational and technical education, the cultivation of high-quality vocational talents in vocational colleges is becoming more and more important. The development of enterprises is inseparable from the cultivation of innovation and Entrepreneurship of new business talents, and the cultivation of innovation and Entrepreneurship of new business talents needs to be carried out with vocational colleges as the main body and assisted by various social forces. In the practice of innovation and entrepreneurship teaching reform of new business talents, we should clarify the importance of talent training. On the basis of understanding its significance, we should reform and innovate the teaching objectives, teaching contents and teaching methods of talent training and strengthen the cooperation between schools and enterprises, so as to make necessary preparations for the society and enterprises to cultivate a group of high-quality professional talents.

Keywords: New Business; Talent Innovation and Entrepreneurship; Teaching Reform Practice

1. Introduction

In recent years, the development of vocational education has become an important strategy and a necessary route of modernization. Vocational education and vocational colleges have gradually become the "new darling" of the job market. To promote the high-quality development of vocational education, carry out the reform of new business innovation and entrepreneurship education in higher vocational colleges and cultivate new employment talents will provide more powerful talent support and skill guarantee for building a socialist modern power in an all-round way.

2. The importance of innovation and entrepreneurship training of new business talents

2.1 It is conducive to the innovation and entrepreneurship of enterprises

The purpose of the education of new business talents is to serve the enterprise, make the educated talents better participate in the innovation and reform of the enterprise, provide better ideas for the innovation and reform of the enterprise, in order to promote the enterprise to keep up with the pace of the times, and help the enterprise better adapt to the development of the new era. New business talents trained by innovation and entrepreneurship in higher vocational colleges can better combine the relevant knowledge systematically learned with the current development state of the enterprise, apply it to the overall innovation and reform of the enterprise in a more scientific way, in order to help the enterprise establish the development concept of "opening a new situation in the changing situation", and inject a strong driving force into the innovation and development of the enterprise.

2.2 It is helpful to help enterprises set direction

The innovation, development and transformation of enterprises need to meet the changes of external environment and market demand, and also be able to deal with a series of market risks and changes. The sound development of an enterprise is inseparable from the formulation of the development objectives of the enterprise's

internal management, the enterprise's structure management, the enterprise's resource allocation and the transformation of the enterprise's business scope. In order to formulate a good and appropriate development goal, the planning management team should not only have sufficient enterprise development experience, but also have scientific and systematic theoretical knowledge. This requires relevant higher vocational colleges to carry out strong reserve talent training, so as to timely capture the deficiencies in the development of the enterprise and the key points with development potential, and then formulate relevant goals to lead the enterprise to move in a better direction.

2.3 It is conducive to promoting the transformation and upgrading of the business model of enterprises in the district

In the current enterprise innovation and development, the field of digital economy has become one of the most active fields, with endless new technologies such as big data, cloud computing, artificial intelligence and blockchain. Obviously, the development of digital economy has become an important force supporting high-quality economic development in China. Therefore, the new business model should change from the past traditional model to the business model of digital economy, conform to the modern enterprise management and development concept, and keep up with the tide of the development of the times, so as to improve the viability and competitiveness of enterprises in the current society. New business talents have the vision of sustainable development, can distinguish the relationship between digital economy and enterprise operation, and conduct overall management of enterprise content and external business, to formulate overall development goals, and accelerate the transformation and upgrading of benign business model.

3. Measures for teaching reform and practice of innovation and entrepreneurship of new business talents

3.1 Reforming business teaching objectives to adapt to the development of the times

With the application of high-tech and the upgrading of innovative industries, the current business environment has undergone earth shaking changes. In order for enterprises to achieve sustainable development in the wave of high-tech, it is necessary to cultivate high-quality talents of new business in the development of higher vocational and technical education. First of all, it is necessary to formulate appropriate goals for the development of innovative and entrepreneurial talents, integrate the needs of enterprises and market society into the teaching of higher vocational and technical education, and train talents with pertinence, and "put" them in the market with goal, so as to help the development of Chinese enterprises and promote more stable and healthy economic and social development.

In formulating the teaching objectives of new business innovation and entrepreneurship talents, higher vocational colleges should first make a serious on-the-spot investigation on the development of enterprises and economic and social development in their region and development stage, so as to understand what kind of business talents are needed at present. We should set the teaching objectives with real market research, understand what kind of talents colleges and universities should educate and how to cultivate such talents, and constantly strengthen the cultivation of business innovation and entrepreneurship talents in vocational education, so as to prepare for the promotion of economic and social development.

3.2 Adapting to the times and update the teaching content of business talents' innovation and entrepreneurship

The innovation and entrepreneurship education of new business talents first pays attention to the establishment of educational objectives, and then the important thing is the setting of teaching content. How to set the content of innovation and entrepreneurship teaching of business talents is a key issue related to the educational level and quality of colleges and universities.

In addition to the curriculum setting of relevant theories and academic research, the course content of business also needs to integrate the external environment of business development into the teaching content in combination with the current business environment, so as to make the teaching content more practical, rather than focusing on the form of "castles in the air". We should integrate the external environment of business development into students' daily course learning, encourage and stimulate students' thinking and implementation of current business development, and organize discussion, exchange and research on relevant issues between students and teachers.

We should focus on an actual enterprise as the object of discussion, analyze the problems faced by the enterprise, and explore its solutions. To move the students' learning environment to the actual social application, in addition to the analysis and interpretation of enterprises, it is also necessary to analyze and discuss national policies, social hot spots, social development trends and uncontrollable events, so as to make the development of enterprises more appropriate and avoid discussion and research divorced from reality.

3.3 Exploring scientific, systematic and practical teaching methods

The setting of clear teaching objectives updates the implementation of teaching contents. Next, we should explore how to innovate teaching methods in teaching, and focus on exploring a scientific, systematic and practical teaching method for innovation and Entrepreneurship of new business talents. In teaching, it needs the participation of multiple subjects and the whole process of society and school. In every link of teaching, there should be a main body to carry out auxiliary teaching in teaching, so as to speed up the high-quality training of innovative and entrepreneurial talents.

First of all, in the first grade stage, the professional learning of theoretical courses is mainly carried out. In this period, teachers in colleges and universities are not only required to teach relevant theoretical courses, but also need to cooperate with enterprises to invite social talents such as enterprises into the school, lead students to learn the course content from the practical aspect, and strengthen students' understanding of their majors from multiple angles and aspects, in order to pave the way for the practice of future jobs. In grade two and three, students' learning focus gradually changed from theoretical knowledge to practical knowledge. At this time, we need to exercise the students' practical ability, carry out the team teaching team of tutor + students, and divide the tutor and students into groups. At the initial stage, it discusses and solves the development problems of simulation related enterprises. In the later stage, the project will be introduced into the campus, and the student team led by the tutor will cooperate to carry out the joint practice and research of the project, so that the students can do in learning and learn by doing, so as to speed up the pace of talent training.

3.4 Strengthening school enterprise cooperation and cultivating practical talents in the real sense

Finally, we should strengthen the cooperation between schools and enterprises, so that students can be exposed to the real enterprise practice activities on campus. They can recognize their own shortcomings in the practice activities, and use campus resources to continuously strengthen their own learning, so as to lay a good foundation for the future employment development.

In this regard, it is necessary to promote the two-way strengthening measures of enterprises entering the campus and students entering the enterprise, and carry out mutually beneficial and win-win implementation projects, in order to improve the innovation of enterprise projects and improve the school running quality of colleges and universities. Let the campus team enter the enterprise project, cooperate with the enterprise team, and help the enterprise solve

practical problems, in order to improve the guidance level of teachers, the practical ability of students and the innovative thinking of enterprises, and cultivate practical talents in the real sense. The establishment and participation of all kinds of vocational education will continue to inject strong impetus into the development of all kinds of vocational education.

4. Conclusion

To sum up, vigorously developing vocational education is in line with the law of talent growth. In the reform practice of innovation and entrepreneurship education for new business talents, we should continue to deepen the reform of school running system, establish a small and excellent vocational education system, and provide high-quality professional and skilled talents for social services, in order to make vocational education distinctive, improve the quality, and improve the overall development of vocational education, talent training and quality education before employment.

References

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