

Research on the Construction of Teachers for Innovation and Entrepreneurship Education Group in Higher Vocational Colleges

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Abstract: With the continuous development of vocational education, education has also paid some attention to and improved the innovation and entrepreneurship in higher vocational colleges. In the current innovation entrepreneurship education is a kind of emerging education, it plays an important role for higher vocational colleges education development, for innovative entrepreneurial faculty construction, need more attention in higher vocational colleges, because the effective teachers, teachers can make the education more in-depth, also can make the innovation entrepreneurship education more put into practice. However, in the process of development and creation, there may be many problems. In view of this problem, the relevant higher vocational colleges need to conduct in-depth discussions from many aspects. This paper analyzes the problems existing in the innovation and entrepreneurship teachers in higher vocational colleges, and puts forward the corresponding countermeasures.

Keywords: Higher vocational colleges; Innovation and entrepreneurship education; Teacher team; Construction

Fund project: 2021 Innovation and Entrepreneurship Course Construction Project of Guangzhou Vocational College of Science, Technology and Trade - - - "Innovation and Entrepreneurship Practice" Rail Transit Entrepreneurship Education Characteristic course, Project No.: 2021KCJS04

Foreword

In recent years, with the continuous development of economy, science and technology and industrial transformation and upgrading, China's vocational education has constantly change and development, the state on the public entrepreneurship and innovation of the opinions, the Ministry of Education about the 2016 session of the national college graduates employment entrepreneurship work notice and other related documents, provincial, city and universities and other levels for innovation and entrepreneurship have certain strength of support. In the development process of innovation and entrepreneurship in higher vocational colleges, one of the most important and decisive factors is the cultivation of innovation and entrepreneurship teacher team. The paper mainly studies it in depth and puts forward the corresponding effective measures.

1. Problems existing in the construction of innovation and entrepreneurship education teachers in higher vocational colleges

With the development of The Times and the rising economic status, at present our country vocational education reform is also in continuous innovation, continuous progress, so most of the higher vocational colleges for teachers 'own development training is also more and more attention, only constantly improve the teacher's professional quality, professional quality, strengthen the teacher's innovative entrepreneurship ability, to meet the national "public entrepreneurship, innovation" era of development needs. In recent years, although colleges and universities have made more efforts in this regard, from the perspective of the actual innovation education achievements and the social and economic benefits generated, there are still many deficiencies in the construction of innovation and entrepreneurship education teachers in our higher vocational colleges. The main problems are as follows:

1.1 Innovation and entrepreneurship teachers lack the practical ability of innovation and entrepreneurship

For teachers in higher vocational colleges, a large part are graduated after entering the field of vocational education, the teachers' professional knowledge, professional skills and theoretical system has a certain guarantee, but for this part of the teacher, they lack of social practice ability, lack of enterprise work experience, more lack of innovative entrepreneurial practice. Innovation entrepreneurship education is a need to combine theory and practice subject, is an extremely complex course, not only need the teacher has extremely professional of the theoretical knowledge, theoretical accomplishment, but also need the teachers have more experience in entrepreneurial practice, only in this way can we be better in the classroom theory and practical experience to the students, improve the overall quality of innovation entrepreneurship teaching. In most of the teaching process, teachers' own entrepreneurial experience is insufficient, or even no corresponding experience. Therefore, in class, for some more typical examples cannot empathy to the case effectively, cannot to the key points of entrepreneurial innovation, difficult points, focus on effective analysis, this may lead to the students 'understanding of entrepreneurship, innovation will produce certain deviation, cannot combine theoretical knowledge and practice, entrepreneurial blindly optimistic or too pessimistic, think innovation has nothing to do with yourself, oneself will not entrepreneurship, bound the cultivation of students' innovative thinking and entrepreneurial passion.

1.2 Unreasonable innovation and entrepreneurship policies and systems

Since the start of "mass entrepreneurship and mass innovation" at the national level, the state, all provinces, cities and schools have introduced incentive measures for innovation and entrepreneurship, which is very worthy of recognition. However, in the actual implementation process of most higher vocational colleges, the incentive mechanism is not enough or not reasonable, and innovation and entrepreneurship education only stays in career planning and employment guidance. Although innovation and entrepreneurship courses are offered, they are basically pure theoretical teaching, so it is difficult for students to form innovative ideas and inspire entrepreneurial enthusiasm. Some of the incentives are too high, Measuring the achievements of innovation and entrepreneurship by the indicators of patents, number of enterprises and innovation and entrepreneurship awards, But this orientation tends to take innovation and entrepreneurship education on the wrong path, Blind to run enterprises, competition for the competition; The incentive system in most higher vocational colleges has no practical significance, For example, college students' Internet + in the allocation of provincial competition indicators, According to the proportion of the number of the school registered for the preliminary competition, This requires all students to upload a competition plan, Many schools require full participation to increase the volume index, Many students use the same competition plan every year, Even a plan that dozens of people are using, This system of not seeking quality and internal friction seriously violates the original intention of "mass entrepreneurship and innovation", The system is extremely unreasonable. In order to complete the index of entrepreneurship rate of graduates, some colleges and universities excessively encourage college students to start their own businesses, and lack of corresponding guidance and risk tips, which leads to the increase of entrepreneurship failure rate of college students, which to some extent damages students' enthusiasm for entrepreneurship in the future^[1]

2. Path of teacher team construction of innovation and entrepreneurship education in higher vocational colleges

2.1 Give full play to the role of the innovation and entrepreneurship Center

Colleges and universities are the first main battlefield to promote the sustainable development of national innovation and entrepreneurship. Higher vocational colleges have also set up innovation and entrepreneurship guidance centers or innovation and entrepreneurship colleges to guide the cultivation of students' innovation and entrepreneurship ability. School should give full play to the functions of innovative entrepreneurship school, create effective communication platform for students, for students to create a good entrepreneurial innovation environment, let part of the entrepreneurial innovation dream idea of students and teachers can participate in, to effective communication, for good entrepreneurial project can be professional guidance and project incubation. It is necessary to lead the intensive theoretical training of innovation and entrepreneurship teams to improve the professional knowledge level, organize and participate in entrepreneurship practice activities, let more entrepreneurial practice experts join in the innovation and entrepreneurship team, and improve the level of innovation and entrepreneurship team. Popular theorists and entrepreneurs at home and abroad are invited to the school to give corresponding lectures, to answer their questions and problems, so that students can learn the corresponding experience to better develop themselves, improve themselves, and further stimulate the students' innovative thinking and entrepreneurial enthusiasm.

2.2 Build a teaching team with strong theoretical and practical ability and innovative thinking

At present, there are three main types of innovation and entrepreneurship teachers in higher vocational colleges. First, the “double-qualified” teachers with a professional theoretical knowledge and rich practical experience. These teachers are often old teachers, who lack innovative thinking and entrepreneurial consciousness; second, the young teachers with high education and deep theories, who lack teaching experience, and the most innovative and part-time teachers, who have little experience in teaching. These three types have their own advantages. We should integrate these three types of teachers, so that they can “be teachers, learn from each other and guide each other”, and complement each other in the teaching and practice of innovation and entrepreneurship courses, so that teachers can continue to grow in teaching and learning. Innovation and entrepreneurship education involves a lot of professional fields, including society, economy, management, technology, marketing, education, psychology, agriculture, science and technology, art, etc., which need the integration of multidisciplinary knowledge, and recreate different disciplines to understand and understand with innovative thinking, and pay attention to the combination of theory and practice. So the cultivation of innovative entrepreneurship teaching team to all-round, multi-angle, multi-level training, team construction at the same time to absorb some of the experts, enterprise technical backbone elite enrich innovative entrepreneurial teaching team, efforts to build a strong theoretical and practical ability, innovative thinking, comprehensive ability of strong teaching team.^[2]

3. Conclusion

As the designer and executor of the “mass entrepreneurship and innovation team” teaching, the level of the innovation and entrepreneurship team directly determines the success or failure of the mass entrepreneurship and innovation construction in colleges and universities. Generally speaking, the construction of innovation and entrepreneurship education teachers in higher vocational colleges is of great significance for promoting the “mass entrepreneurship and innovation”, promoting the high-quality development of schools, promoting the “three comprehensive education” in colleges and universities, realizing the cultivation of students ‘comprehensive quality and improving students’ innovation consciousness and entrepreneurial ability. Innovative entrepreneurial team is a systematic engineering, it requires school multiple departments to cooperate, coordination, to effectively improve the ability and quality of the team, colleges and universities need to build a reasonable structure, sufficient quantity, strong professional ability, with strong innovative thinking and entrepreneurial ability of teachers, promote the innovation of entrepreneurship education in colleges and universities.

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