

Exploration of Innovation and Entrepreneurship Education Reform in Higher Vocational Colleges

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Abstract: In the current era of knowledge economy, the country and society need innovative talents, which also puts forward new requirements for the cultivation of talents in vocational colleges. Based on this, higher vocational colleges should change their educational concepts, adjust their educational goals, continuously optimize and innovate teaching models, integrate theory with practice, attach importance to the cultivation of students' innovation ability and creativity, and constantly strengthen students' awareness of innovation and entrepreneurship, so as to cultivate innovative talents for the country and society. This paper mainly discusses the reform strategy of innovation and entrepreneurship education in vocational colleges for the reference of relevant personnel.

Keywords: Higher vocational colleges; Teaching objectives; Teaching model; Innovation and entrepreneurship; Reform strategies

1. Introduction

In 2015, the state issued relevant documents on the reform of innovation and entrepreneurship education in colleges and universities, clarifying the new direction for cultivating innovative and entrepreneurial talents in vocational colleges. Higher vocational colleges shoulder the important mission of cultivating innovative talents for the country and society, and should cultivate innovative high-skilled talents for the national economic development. Hence, higher vocational colleges should continuously improve the education model, deeply promote innovation and entrepreneurship education, and conform to the development trend of the times to cultivate innovative and entrepreneurial skilled talents in line with the development of the times.

2. Deepen the Concept of Education and Stimulate the Passion of College Students for Innovation and Entrepreneurship

First, make overall planning on how to cultivate innovative and entrepreneurial talents and strengthen top-level design. Higher vocational colleges may set up innovation and entrepreneurship colleges, which can scientifically plan how to conduct innovation and entrepreneurship education for students, build a sound innovation and entrepreneurship education system, provide scientific guidance for students' innovation and entrepreneurship projects, and organize some innovation and entrepreneurship competitions, etc., to cooperate with other departments of colleges and universities to coordinate the innovation and entrepreneurship education work of colleges and universities as a whole.

Second, higher vocational colleges should enhance the in-depth understanding of the importance of innovation and entrepreneurship education to promote the reform and development of colleges and universities, and have the awareness of innovation and entrepreneurship reform and development. Second-level colleges should have a fuller understanding of the connotation and significance of strengthening students' innovation and entrepreneurship education, and at the same time effectively implement practical issues such as funding, venue, faculty and project landing of innovation and entrepreneurship education.

Third, it is necessary to make the goals of innovation and entrepreneurship education in higher vocational colleges clearer. Higher vocational colleges should make it clear that their goal is to cultivate professional skilled talents for the country and society, and can integrate ideological and political education and red culture into innovation and entrepreneurship education, so that students' awareness of innovation and entrepreneurship can be richer and further change their employment concepts. Through innovative educational strategies to guide students to form solid theoretical knowledge, with good skill literacy and quality literacy, etc., students should have a strong sense of home and country, and at the same time have good innovative thinking, entrepreneurial awareness and practical ability, so that students can gradually form correct value judgment, cross-innovation and cross-border collaboration ability, and become a comprehensive skilled talent that meets the development needs of the new era.

Fourth, strengthen the construction of innovation and entrepreneurship culture. Higher vocational colleges should gradually build an activity system of “one sharing meeting, one training camp, one brain camp, and one golden idea camp”, and cover it in an all-round way on campus, and regularly hold a series of activities such as campus innovation and entrepreneurship culture festivals, scientific and technological knowledge competitions, innovation and entrepreneurship knowledge lectures and innovation and entrepreneurship practical experience sharing meetings, so as to vigorously publicize the leaders in the field of innovation and entrepreneurship, so that students have a deeper knowledge and understanding of the value theory of innovation and entrepreneurship, and constantly strengthen students’ innovation and entrepreneurship concepts and spirit.

3. Build a Sound Curriculum System

Higher vocational colleges can set up four major types of curriculum systems, including general education courses, professional education courses, entrepreneurial skills training courses and entrepreneurial practice courses, according to the innovation and entrepreneurship plan, and then gradually establish a progressive innovation and entrepreneurship education mechanism with the help of these four types of courses. Institutions can expand and extend students’ vision of innovation and entrepreneurship through general education courses; With the help of professional courses, students can be guided to form a certain willingness to innovate and start a business according to their professional functions, so that students can lay a foundation for future entrepreneurship; Through entrepreneurship skills training courses, students can further develop certain innovation and entrepreneurship skills. In practice, colleges and universities can also guide students to explore new business opportunities with the help of some mature entrepreneurial projects, so as to carry out some innovation and entrepreneurship practices, and scientifically formulate the management system and evaluation system of students’ innovation and entrepreneurship.

Higher vocational colleges can include students’ innovation and entrepreneurship in the credit system, and make Alipay for students’ participation in innovation and entrepreneurship education and training. The students’ innovation and entrepreneurship practice project can also be used instead of the internship activities at the time of graduation, and the two credits can be exchanged to promote students’ better cognition and understanding of innovation and entrepreneurship. Higher vocational colleges can also reform course teaching materials, organize curriculum research and development teams, explore and analyze regional business resources, entrepreneurial resources, etc., and integrate them, so as to provide sufficient theoretical basis for students to carry out innovation and entrepreneurship courses.

4. Build a “dual-teacher” Team to Improve Teachers’ Ability in Innovation and Entrepreneurship Education

First, optimize the structure of the teacher team. At this stage, vocational colleges lack innovation and entrepreneurship mentors, mainly counselors to concurrently serve as innovation and entrepreneurship work in colleges, or hire off-campus entrepreneurs to concurrently serve as innovation and entrepreneurship mentors in colleges, and full-time teachers are very scarce. Higher vocational colleges urgently need to build a team of teachers with good innovation and entrepreneurship education capabilities. Colleges and universities should carry out in-depth cooperation with regional industry cooperation, and can hire outstanding entrepreneurs or successful alumni related to the industry to concurrently serve as professors of innovation and entrepreneurship of the college, and can also introduce teachers with certain business management experience and practical experience to try to establish an entrepreneur-in-residence system, so that more outstanding alumni can concurrently serve as the college’s entrepreneurship and entrepreneurship mentors. At the same time, colleges and universities can also select some teachers of the school to conduct on-the-job training in off-campus enterprises, deeply learn the advanced management methods and methods of excellent enterprises, and further enrich the team of innovation and entrepreneurship teachers in the school.

Second, the teaching ability of the teaching team can be strengthened and improved. Higher vocational colleges should let the teaching team have an in-depth understanding of the all-round theoretical knowledge such as innovation and entrepreneurship, and actively organize teachers to carry out practical training in innovation and entrepreneurship, so as to deeply understand the essence of innovation and entrepreneurship, and lay the foundation for students’ awareness of innovation and entrepreneurship. It can also allow part-time teachers to go deep into enterprises for practical learning, effectively improve their teaching ability, and fully integrate their theoretical knowledge with practical experience.

Third, further improve the evaluation mechanism. It is necessary to carry out innovative changes in the teacher assessment and evaluation system, and teachers with teaching contributions can be rewarded with real performance, in order to encourage teachers to pay

more attention to the implementation of innovation and entrepreneurship education for students. It can also carry out systematic teaching training for teachers, so that the “double innovation” teaching ability of the innovation and entrepreneurship teaching team of higher vocational colleges can be significantly improved.

5. Actively Promote Entrepreneurial Activities

Higher vocational colleges can conduct innovation and entrepreneurship training for students’ big planning, so that students can have a better understanding of the current professional frontier and hot knowledge, advocate students to investigate relevant practical issues based on their own professional interests, and provide students with a real entrepreneurial practice learning environment, so that students can obtain better practical experience in on-campus entrepreneurial practice. Colleges and universities can organize students to carry out the second classroom, build entrepreneurial practice projects according to students’ interests, hobbies, professional characteristics, etc., and build entrepreneurial practice project carriers through a series of innovation and entrepreneurship club activities, and equip innovation and entrepreneurship clubs with professional instructors to enhance students’ entrepreneurial interest and practical ability. Campus innovation and entrepreneurship competitions can also be organized to systematically cultivate students’ innovation awareness as well as innovation and entrepreneurship practice ability.

Higher vocational colleges can also actively maintain close ties with the society, build a school-enterprise joint practice platform for students, so that students can better realize project innovation and widely participate in entrepreneurial practice projects. At the same time, colleges and universities can also guide students to practice in off-campus enterprises based on students’ majors to enhance students’ practical experience, and teachers can actively guide students’ off-campus practice, so that students can learn to reflect and summarize, and obtain comprehensive improvement of innovation and entrepreneurship ability in the process of practice.

6. Conclusion

All in all, based on the perspective of innovation and reform of vocational colleges, it is necessary to actively carry out innovation and entrepreneurship education reform in colleges and universities, so as to cultivate more application-oriented, professional and service-oriented compound talents with innovation and entrepreneurship awareness and practical ability, so as to make new contributions to national economic construction.

References

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