

A Research on the Education and Practice of Innovation and Entrepreneurship in New Liberal Arts

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Abstract: Innovation and entrepreneurship education in the new liberal arts is a major strategy for China's colleges and universities to create a "strong country in higher education", which is of great significance to promoting the development of China's new liberal arts. However, at present, the innovation and entrepreneurship teaching and practice of new liberal arts in Chinese colleges and universities still face numerous problems. To this end, it is necessary to establish a set of innovative and entrepreneurial teaching systems that are universal to all humanities, develop the characteristic teaching content of the new liberal arts, strengthen the education and teaching and practical teaching of the new liberal arts that "combine industry and education", improve the humanistic literacy and teaching quality of the new liberal arts, and cultivate high-quality new liberal arts talents in the humanities and social sciences that satisfy the needs of the development of the new liberal arts.

Keywords: New liberal arts; Innovation and entrepreneurship education; Innovation and entrepreneurship practices

1. The connotation of new liberal arts innovation and entrepreneurship education

China's new liberal arts construction is born in the context of the era of "two overall situations", and its "new" is embodied in: "the combination of new technology and new liberal arts, the new historical juncture gives new tasks to the new liberal arts, the new period gives the new liberal arts new connotation, the new world form and the international status of the new liberal arts", "builds a new liberal arts system that conforms to the development level of the new liberal arts and the profound heritage of the new liberal arts", and its ultimate purpose is to "better contribute to the cultivation of the builders and successors of the cause of socialism with Chinese characteristics". "The development of new liberal arts should highlight innovation, adaptation and excellence", and its core issue is to promote the development of new liberal arts in colleges and universities.

The innovation and entrepreneurship education of the new liberal arts has a profound cultural heritage. The *New Liberal Arts Research and Reform Practice Project Guide* has clearly put forward the basic principles of innovation and entrepreneurship teaching and practice of the new liberal arts "with the new liberal arts as the main body and the development of the new liberal arts as the guide", and combines them with subject teaching, and opens a "new liberal arts" with the new liberal arts to promote the reform of the grading of disciplines and personalized teaching methods, so as to improve the innovation and entrepreneurship ability of college students and improve their overall quality ^[1].

2. New liberal arts innovation and entrepreneurship education model

2.1 Adjusting the training goals of talents for entrepreneurship and entrepreneurship

The first purpose of reforming the innovation and entrepreneurship education system is to reposition the educational goals to achieve the purpose of multi-professional cross-training. That is, in the context of the new humanistic strategy, it is necessary to cultivate talents who adapt to the current needs of social and economic development and keep pace with the times. On this basis, skills training is carried out for cross-border and interdisciplinary innovation and entrepreneurship talents, and three levels of skills training goals are constructed. The first is the level of "multidisciplinary" knowledge ability, that is, in the "new humanities" environment, college students should have relevant knowledge and skills across multiple disciplines, and have a certain "interdisciplinary" innovation and entrepreneurial spirit. Secondly, for the "professional-creative" combination stage, students need to take the initiative to participate in various creative entrepreneurship training and competitions, so that college students can better master the professional knowledge of various fields and

improve their comprehensive application skills on this basis. The third level is the comprehensive practice level, which adopts the methods of entrepreneurial team and project practice to further improve students' hands-on ability in innovation and entrepreneurship practice.

2.2 Building a team of outstanding teachers

In order to achieve the goal of adapting to the cultivation of new liberal arts talents, it is necessary to have a new liberal arts faculty that keeps pace with the times, and vigorously absorb high-quality, high-quality, creative and entrepreneurial teachers with good theoretical and practical ability. Due to the need to attract a sufficient number of outstanding innovative and entrepreneurial talents, there are some practical problems. So the school should not only continue to introduce outstanding innovative and entrepreneurial talents from home and abroad, but also train its teachers to fundamentally improve the quality of its teachers. First of all, it is necessary to strengthen teachers' awareness of innovation and entrepreneurship ideologically, "facts have proved that educational reform and development are guided by the innovation of educational concepts" [2]. Therefore, we must change our own concept of education, improve the concept of "people-oriented", and consciously carry out "people-oriented" training. Secondly, the school can systematically guide liberal arts teachers to innovate and start teaching methods, and effectively improve their teaching level through some practical measures. Third, according to the specific situation, choose the appropriate teacher to train in government departments or industry enterprises. In the process of on-the-job training, teachers can learn new technologies, but also better grasp new technologies and better understand industry trends and needs, so as to ensure the smooth progress of education reform. Fourth, schools should actively guide teachers to carry out liberal arts innovation and entrepreneurship education, which is regarded as an important measure to improve the level of teachers. In addition, the college can also recruit professionals who are good at management and management, scientific and technological backbones with rich practical experience, entrepreneurial elites, etc. to work part-time in the college, such as providing entrepreneurial guidance to students, so as to improve the teaching structure and expand the teaching team.

2.3 Establishing a scientific and effective evaluation system

2.3.1 Establishing a scientific and effective evaluation system for teachers

In order to enable college teachers to better cultivate high-level innovative and entrepreneurial talents with strong creativity and practicality, it is necessary to make a series of scientific, scientific and effective evaluations. The evaluation of teachers should be "based on the professional development of teachers and guide teachers' innovative practice" [2] (P34) Thereby, the leadership of universities, especially the leadership of the Academic Affairs Office and other relevant departments, should keep up with the pace of the times, go deep into the front line, carry out a large number of investigations, and then combine the practice of humanistic creative entrepreneurship education in colleges and universities to formulate a scientific and effective evaluation system for humanistic creative entrepreneurship teaching, and formulate a complete evaluation system to avoid blindly "building cars behind closed doors". Only by constructing a scientific liberal arts teaching evaluation system can the enthusiasm of new liberal arts teachers to invest in innovation and entrepreneurship teaching be stimulated, so that teachers can consciously standardize their teaching activities, so as to truly promote the sustainable development of liberal arts innovation and entrepreneurship teaching. Thereby, it is necessary to make good use of the "ruler" of evaluation and explore the evaluation subject, evaluation content and evaluation method. Teaching evaluation should adopt diversified methods, and may use a variety of methods such as expert evaluation, teacher evaluation, student evaluation and social evaluation. The main contents of the assessment include: teachers' working attitude, teaching methods, teaching management, and teaching effects. We must not blindly focus on the research achievements of teachers, and ignore the teaching achievements of teachers, which will only lead the development of applied universities "astray". In terms of evaluation methods, results should be focused on and process evaluation should be integrated with reference to processes. For example, if they have made a significant contribution to guiding students' innovation and entrepreneurship in a short period of time, their performance should be taken into account by the teacher's personal assessment. For college students whose tutoring effect is not significant in a short period of time, the tutoring process should also quantify the corresponding workload. In addition, we followed up and evaluated whether the university students cultivated could truly grow into entrepreneurship.

2.3.2 Establishing a scientific and effective evaluation system for students

In addition to the scientific evaluation of teachers, a series of scientific, scientific and effective evaluations should also be carried out for the objects cultivated by new liberal arts innovation and entrepreneurship education, that is, students. Thereupon, it is necessary to build a set of scientific and effective evaluation mechanisms to promote the innovation and entrepreneurship of humanities and social

science professionals in colleges and universities. First, determine the evaluation indicators and standards, the evaluation indicators and standards need to be related to the student's major and its development direction, in the determination of evaluation indicators and standards, colleges and universities can consider students' academic achievements, scientific research ability, innovation ability, comprehensive quality and other aspects, and formulate clear standards, in order to carry out scientific and effective evaluation; The second is to establish diversified evaluation methods: evaluation methods not only include traditional methods such as examinations, papers and classroom performance, but also consider students' participation in discipline competitions, internship training, social practice and other forms of evaluation, which can more comprehensively reflect students' actual ability and comprehensive quality; The third is to introduce self-evaluation and peer evaluation, self-evaluation and peer evaluation can help students better understand their strengths and weaknesses, and encourage students to help and communicate with each other in the evaluation, this evaluation method can be carried out in the classroom, but also after the completion of assignments and projects; Fourth, to establish an effective evaluation process and management mechanism, colleges and universities need to establish an effective evaluation process and management mechanism, clarify the evaluation responsible person and evaluation time node, and ensure the scientificity and fairness of evaluation. In addition, colleges and universities need to establish a sound evaluation file and information management system to facilitate students and teachers to inquire and manage evaluation results; The fifth is to provide effective evaluation feedback and guidance, which is not only a test for students, but also an opportunity for guidance and improvement for students. Colleges and universities need to provide effective evaluation feedback and guidance, timely inform students of evaluation results, and provide effective suggestions and guidance to help students improve their learning ability and comprehensive quality.

In short, colleges and universities should establish a scientific and effective evaluation system, and continuously optimize evaluation methods and standards according to the characteristics and needs of students to promote students' all-round development and personality growth.

3. Conclusion

In-depth innovation and entrepreneurship education and practice in the new humanities is of great significance to implementing the overall requirements of the new humanities and promoting the development of innovation and entrepreneurship education in colleges and universities. "Integrity and innovation", "value orientation" and "classification promotion" are the theories and methods of innovation and entrepreneurship teaching and teaching in the new humanities. It is necessary to proceed from the actual conditions of the country, establish a set of innovation and entrepreneurship education system with all students in the liberal arts as the main body, develop innovation and entrepreneurship education courses with the characteristics of the liberal arts, strengthen the innovation and entrepreneurship teaching experimental platform combining industry and education, carry out high-quality innovation and entrepreneurship teaching and experiments through various channels, cultivate a group of outstanding innovation and entrepreneurship talents who can shoulder the important task of national rejuvenation and meet the needs of humanistic development in the new era, and help the country achieve the goal of a big country in higher education.

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