

# Research on Deepening Innovation and Entrepreneurship Education Reform for College Students—A Case Study of Private Vocational Colleges

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## ABSTRACT

Innovation and entrepreneurship education are an important strategic measure to build an innovative country. Is vital to the development of the country. Compared with the entrepreneurial atmosphere and culture formed by the long-term development of innovation and entrepreneurship education of foreign college students, the innovation and entrepreneurship education of domestic private vocational college students is still in the initial stage of exploration, many private vocational colleges have already had their own exploration and practice. But there are still many problems that need to be solved. Such as, positioning of innovation and entrepreneurship concept, Weak management mechanism, Lack of support resources, the business base is not perfect and other constraints, it has seriously affected the sustainable development of innovation and entrepreneurship education. The paper adopts the literature method, field investigation method and other analysis, Positioning from the concept of innovation and entrepreneurship, Entrepreneurial management mechanism, Construction of entrepreneurial resources, research is carried out on four aspects of entrepreneurship incubation base, And put forward the corresponding optimization countermeasures, In order to provide reference for the reform of innovation and entrepreneurship education for college students in private vocational colleges.

## INTRODUCTION

Innovation and entrepreneurship education in private vocational colleges. It refers to the education of cultivating students' innovation ability and entrepreneurial knowledge in private vocational colleges.

There are abundant research materials on innovation and entrepreneurship education very must and abroad, Scholars have put forward different definitions from different research perspectives. The author analyses it through different definitions, "Innovation"

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is a kind of image and concrete generation; "Entrepreneurship" is the concrete result of the whole process of image and concreteness; But the "innovation and entrepreneurship education" is based on the generation of image and concrete, and the core is to stimulate people's creativity, The main goal is to cultivate the spirit and concrete form results of imagery and concreteness in college students, At the same time, it points to a new educational concept and practice of the future business image and concretion-oriented concrete form result development. In recent years, the state has launched a series of policies of mass entrepreneurship and innovation, The state encourages universities to further promote the new situation of innovation and entrepreneurship education, The integration of innovation and entrepreneurship in practice will promote the development of the whole economy and society, From the national macro level has certain strategic significance and social value. It is aimed at further systematically improving the ecological environment for innovation and entrepreneurship, We will strengthen the supply of government policies, Break the bottleneck of development, Innovation and entrepreneurship education in private colleges must follow the national policy, economic system construction and development needs and students' reality, Deepening the development of education to serve the needs of the construction of a modern economic system, Relying on innovation and entrepreneurship to improve economic development and solve the problem of employment, To help take the initiative in future international competition, Innovation and entrepreneurship education has also become a breakthrough in higher vocational college education and teaching reform.

## **ANALYSIS ON THE CURRENT SITUATION OF INNOVATION AND ENTREPRENEURSHIP EDUCATION IN PRIVATE VOCATIONAL COLLEGES**

### **The Target of Innovation and Entrepreneurship in Private Vocational Colleges is Not Clear**

The first impression a university presents to the society and the public, the school positioning should be very clear. From teaching and educating students, cultivate students in all aspects of quality, it is a place to improve students' ability. Big enough to indicate the direction of students' future career planning and strive to promote national economic development and social progress. but, the actual situation of most private vocational colleges, whether it is school orientation or discipline characteristics, the starting point is often from one's own point of view, blindly follow the popular social disciplines and industries, the pursuit of "large and comprehensive", multi-level educational structure, it is difficult to highlight their own brand characteristics. First, the traditional talent training mode of private vocational colleges, Focus on career orientation. The core is that students adapt to the current requirements of vocational positions, relying on imparting knowledge and developing abilities, Ignoring the responsibilities and obligations that schools should undertake in cultivating students' innovative ability and entrepreneurial ability, it fails to play a good guiding and planning

role for students' career development. Second, In the orientation of the university, Single of selectivity, the three modes of integration of education and industry, school and enterprise, and study and work are not yet mature. Third, Weak awareness of entrepreneurial ideas and lack of entrepreneurial culture. Most of the private vocational colleges do not have an obvious entrepreneurial culture, the campus entrepreneurial atmosphere has not been formed, the entrepreneurial concept guidance is not enough, failed to form entrepreneurial education as a characteristic brand on campus.

### **The Innovation and Entrepreneurship Management Mechanism of Private Vocational Colleges is Weak**

The policy support of private colleges and universities is weak, and the policy connection between local government and private colleges and universities is not well formed. First, the policy concept is backward. Private vocational colleges have conservative ideas on the policy process of improving students' innovation and entrepreneurship support, Thus, the further improvement of innovation and entrepreneurship policy support for college students is hindered. The management does not pay much attention to the cognitive thinking of students' innovation and entrepreneurship support policies. Policy ideas are conservative and outdated, It usually only stops at student innovation and entrepreneurship competitions, Invite experts and scholars inside and outside the university to carry out innovation and entrepreneurship forum, The policy concept is relatively indifferent, It does not well reflect the advanced concept of keeping pace with The Times and adapting to local conditions. Second, the policy content is not sound. On the whole, the school has initially established an important policy to encourage and guide students' innovation and entrepreneurship activities, but independent and complete relief policies are still lacking. For example, what should students do when they encounter difficulties in the process of innovation and entrepreneurship? How to solve the failure of innovation and entrepreneurship? Schools still lack a clear preset mechanism. Third, policy resources are inadequate. Policy resources refer mainly to the financial, human and material resources required for the implementation of policies, Policy resources are one of the important conditions for the accurate implementation and implementation of policies. However, in the policy of supporting innovation and entrepreneurship of students in private vocational colleges. The lack of policy resources is one of the important reasons for the difficult implementation and implementation of policies. This is mainly reflected in the insufficient funding for innovation and entrepreneurship support policies at the university level. In the management mechanism of private vocational colleges, most of the money is used to carry out professional courses. The maintenance and operation of university facilities, as well as the salary expenditure of faculty and staff, It is difficult to make adequate planning at the level of innovation and entrepreneurship incentive for college students.

## **Lack of Supporting Resources for Innovation and Entrepreneurship Education in Private Vocational Colleges**

### **LACK OF INNOVATION AND ENTREPRENEURSHIP TEACHERS IN PRIVATE VOCATIONAL COLLEGES**

According to the author's research, there is a general phenomenon for teachers of innovation and entrepreneurship education in both private vocational colleges and public vocational colleges. The shortage of teachers is a common problem for teachers of innovation and entrepreneurship education, which affects the improvement of the quality of innovation and entrepreneurship education. The unbalanced structure of teachers is also a hindrance.

#### **Shortage of teaching resources for innovation and entrepreneurship**

According to the survey, there is a similar phenomenon in the source of teachers for innovation and entrepreneurship education carried out by vocational colleges. First, counselors, subject teachers and class teachers temporarily act as business guidance teachers and related competitions. Secondly, some teachers at each school teach relevant entrepreneurship courses concurrently, including organizing and guiding relevant competitions. Third, external enterprises or related government departments part-time lecturer. The proportion of the number of entrepreneurial teachers is mainly composed of full-time teachers in the school, and the proportion of external teachers from off-campus enterprises or related government agencies is relatively small, and the proportion of some universities is even zero. The shortage of innovation and entrepreneurship teacher resources restricts the development of innovation and entrepreneurship education in private vocational colleges, but also has its root causes. First, the development of entrepreneurship and innovation education in private vocational colleges is relatively short. At present, innovation and entrepreneurship major and specialized discipline have not been formed, so it is difficult to constitute the sustainable and stable development of systematic innovation and entrepreneurship education. Second, because the innovation and entrepreneurship education in private vocational colleges is in its initial stage, the supporting incentive policies related to mass entrepreneurship and innovation teachers have not been improved.

#### **Lack of professional teachers in innovation and entrepreneurship education**

The key factor affecting the quality of innovation and entrepreneurship education in private vocational colleges is the low professional degree of the teaching staff. According to the author's investigation, the main functional subjects responsible for implementing innovation and entrepreneurship education in some vocational colleges are basically the departments of innovation and entrepreneurship college, student employment center and academic affairs Office, etc. The teacher connection is mainly from these departments, and the overall lack of high professional teacher quality. The characteristics of innovation and entrepreneurship education tend to be highly practical, with high requirements for interdisciplinary theoretical knowledge and practical experience. Therefore, teachers are required to have a strong spirit of scientific research in order to build a complete teaching classroom for students from the perspective of

inspiration and practicality. In some colleges and universities, most teachers lack entrepreneurial experience and experience in enterprise operation and management, which makes it difficult for them to bear the practical ability required for innovation and entrepreneurship education. On the one hand, innovation and entrepreneurship education is mainly taught in basic courses and lacks practical innovation and entrepreneurship education. Some vocational colleges have not even set up the real major of innovation and entrepreneurship education and its related subject courses, and some vocational colleges have very limited courses related to innovation and entrepreneurship. Most of the education of innovation and entrepreneurship mainly focuses on the participation of college students in entrepreneurship competitions, and focuses on the goal of winning prizes, and lacks follow-up support for the transformation and landing of award-winning works. On the other hand, the content of innovation and entrepreneurship education is only "on paper". It is only superficial conceptual learning and citing entrepreneurial cases, and lacks practical courses, which has little effect on the improvement of actual entrepreneurial ability of college students.

#### Unbalanced teaching structure for innovation and entrepreneurship

Entrepreneurship is a complex and systematic project, facing many risks and difficulties. Entrepreneurship education is a discipline process that needs constant exploration and growth. At present, the unbalanced structure of teachers is a major problem [1]. According to the author's investigation, the number of innovation and entrepreneurship teachers in some colleges and universities is small, and the teachers have never really experienced the innovation and entrepreneurship experience. However, the university employs a small number of entrepreneurs as guest professors to give guidance to the university's innovation and entrepreneurship base on a regular basis and selects some outstanding students to conduct specific entrepreneurial practice in the innovation and entrepreneurship base. This practice enables students to experience the gap between entrepreneurial practice and theoretical learning, which has certain entrepreneurial education effect. However, entrepreneurs lack scientific theoretical support in entrepreneurial guidance and tend to do things subjectively. In the field survey of another private university, it is found that only part of the teachers has enterprise work experience, and most of these teachers have been engaged in the basic and middle-level positions of enterprises, and generally lack entrepreneurial experience. Other colleges and universities adopt school-enterprise teacher cooperation mode, which plays a role in entrepreneurship education to some extent. However, the teaching concept and quality of enterprise teachers are uneven, and sometimes affected by their own job characteristics, it is difficult to maintain stability. In terms of special labor relations, it is also difficult for schools to play a corresponding role in encouraging and restricting part-time teachers.

### THE CURRICULUM CONSTRUCTION OF INNOVATION AND ENTREPRENEURSHIP LACKS FEATURES

Innovation and entrepreneurship course is the sum of teaching contents, teaching methods and teaching modes set up by schools to achieve the cultivation purpose of innovation and entrepreneurship education. At present, Chinese private vocational

colleges are still in the initial exploration stage of related curriculum construction and teaching practice. The teaching system structure is single, the teaching organizational process is more important than practice, and the effective training mechanism of entrepreneurial ability has not been established. It is mainly manifested in the following aspects: First, the teaching of innovation and entrepreneurship courses generally places more emphasis on theory than practice. Teachers' teaching is still stuck in one-way teaching output, and the classroom lacks communication interaction. Second, schools pay more attention to form than practice in the organization of innovation and entrepreneurship teaching. They pay more attention to and encourage students to participate in various innovation and entrepreneurship competitions, but often neglect the implementation and transformation of project results. At the management level, performance results are emphasized rather than process development, and award rate is taken as an indicator to measure results. As a result, innovation and entrepreneurship teaching activities tend to be obviously utilitarian, and it is easy to ignore the cultivation of students' innovation and entrepreneurship consciousness, thinking, personality, skills and practice in the teaching process.

#### THE COMPREHENSIVE QUALITY OF STUDENTS IN PRIVATE VOCATIONAL COLLEGES IS WEAK

(1) Students' learning ability of innovation and entrepreneurship is poor. The problems of some students' weak foundation, poor quality, unwillingness to learn and poor learning are relatively prominent [2]. Ren Yuanyuan (2019) proposed that students' poor basic culture, independent learning ability, self-management ability, solidarity and cooperation concept, and the spirit of hard-working and striving for excellence highlighted that students' quality was not optimistic to some extent [2]. If they are not improved in school, it is difficult to cultivate innovation and entrepreneurship, let alone realize all-round development if they want to grow into innovative and entrepreneurial talents [2].

(2) Students have low interest in entrepreneurship and weak innovation ability. Most students think that starting a business is far away from themselves, the degree of interest in starting a business is not high, the enthusiasm for starting a business is low, and the entrepreneurial ability and conditions are insufficient, thus giving up the idea of starting a business. In the survey of participating in the competition, it is found that most students are not enthusiastic about the entrepreneurship competition, have a fear of difficulties, do not pay attention to their own attitude, lack of enthusiasm to participate in the entrepreneurship competition, the reason is the impact of the lack of comprehensive quality. Entrepreneurship itself has certain risks and difficulties. Entrepreneurship competition is a real simulation of entrepreneurship, which needs to face practical problems such as business plan writing, management and operation, seeking financial support and technology development [7]. In the process of participating in the competition, due to various difficulties and lack of understanding of the market, students will have emotions and confusion about entrepreneurship, and students with poor psychological quality will quit the competition because of this.

## PRIVATE VOCATIONAL COLLEGES ARE IN SHORT SUPPLY OF CAPITAL FOR INNOVATION AND ENTREPRENEURSHIP

Through the investigation of some college students in private vocational colleges, it is found that there are generally insufficient funds for innovation and entrepreneurship education in private vocational colleges. The shortage of funds is an important restriction factor for the innovation and entrepreneurship education of students in private vocational colleges at present. The funding source of private vocational colleges is relatively single, and most private vocational colleges are self-financing operations. In addition to a small amount of government subsidies, the funding from social alumni enterprises is also relatively small. The single source of funds is mainly applied to the operating expenses of schools and the construction of teachers, and the control of the process and achievement transformation of the education that can stimulate teachers and students' innovation and entrepreneurship in terms of funds is relatively lacking. Therefore, private vocational colleges should think about how to improve the funding guarantee system of innovation and entrepreneurship education and provide more funding guarantee for students. Only in this way can innovation and entrepreneurship education improve its quality.

### **Lack of Scientific Management and Operation of Private Vocational College Entrepreneurship Incubation Base**

The innovation and entrepreneurship incubation base mentioned in the article is a space and venue that provides all-round services for college students' entrepreneurship, including college students' innovation and entrepreneurship club, entrepreneurship incubation base, and maker space, etc. established by private vocational colleges. The model can be school-enterprise cooperative entrepreneurship model, project-driven model, campus or off-campus entrepreneurial practice base. Its functions can be designed as education function, incubation function, training function and practice function. At present, the construction of innovation and entrepreneurship incubation base of Chinese private vocational colleges has had a certain preliminary construction foundation, but there are still many problems to be solved. For example, the lack of scientific base project operation management, entrepreneurship project incubation, entrepreneurship support system, etc., these problems have seriously affected the sustainable development of entrepreneurship incubation base.

## THE ENTREPRENEURIAL BASE LACKS SCIENTIFIC MANAGEMENT

First of all, due to the lack of scientific management experience, it is difficult to coordinate entrepreneurial resources. According to the investigation, the management of entrepreneurship incubation bases in some private vocational colleges is basically directly responsible for the college of Innovation and entrepreneurship or the College Student innovation and Entrepreneurship Center, and these colleges and departments are

usually responsible for all the innovation and entrepreneurship work on campus. The lack of a professional management team has a direct impact on the management and operation efficiency and service level of the incubator base, and it is difficult to manage the incubator base from the perspective of "fine". At the same time, in the process of operation, how to connect with foreign resources and realize market-oriented operation, the school-enterprise and school-local cooperation mode fails to play a specific role in the actual connection. Secondly, the content of entrepreneurship service is still a mere formality, and the system of service is missing. For example, entrepreneurial culture, entrepreneurial education, entrepreneurial service institutions, business incubators, legal advice, financing channels, etc. At present, the basic service system construction and service quality are not really up to standard. Finally, the operation of entrepreneurial base is relatively closed, which affects the sustainable development of entrepreneurial base and entrepreneurial projects. Through the investigation of entrepreneurship bases in many colleges and universities, it is found that there is a phenomenon on the whole: the campus space and site set up in entrepreneurship bases are relatively closed, there is a lack of communication between project teams and enterprises, there is little exchange of experience between schools and enterprises, schools and enterprises fail to achieve close links, and the initial results are separated from the products of related industries. In addition, the capital channels of the entrepreneurial base are single. Apart from the self-raised funds of the school, government subsidies are the main source at present. Therefore, the start-up base is faced with a shortage of investment construction fund and operating capital under the condition of self-closed operation.

#### THE INCUBATION FUNCTION OF ENTREPRENEURIAL PROJECTS IS WEAK

First, the low conversion rate of project incubation results results in a weak potential for sustainable development. In addition, many entrepreneurial projects lack funds, project financing difficulties, and the lack of funds for college students' entrepreneurial projects are common obstacles. In the survey, it is found that most of the college students who are willing to start their own businesses are mainly funded by their families. The reason is that the financing ability of students with special status is insufficient, and the financing channels of the school cannot improve the entrepreneurial venture capital of the college students. Second, the evaluation mechanism of the project is not sound, resulting in the final growth of the entrepreneurial project is insufficient. The audit of incubation projects has not made detailed indicators, the quality of incubation projects are uneven, the project is relatively arbitrary, the evaluation mechanism is not perfect, and the incubation base has not realized the effective development in the real sense.

#### INSUFFICIENT START-UP SUPPORT SYSTEM

First, the atmosphere of innovation is not enough to form a clustering effect. The formation of school innovation and entrepreneurship theory needs an objective environment to build the atmosphere. For example, study style, school spirit, college, etc. During the field investigation, it was found that the entrepreneurial base and incubation



base were obviously densely hung with various slogans and slogans, which had little effect on students. However, there is almost no sign of relevant innovation and entrepreneurship on campus, which fails to reflect the campus entrepreneurial culture and the atmosphere of innovative and entrepreneurial ideas. Second, there is a lack of professional entrepreneurship mentors in the incubator base, and some of them are just in name only. Some incubators have mentors who don't have entrepreneurial experience. The team of entrepreneurial mentors has a low degree of specialization and fails to give full play to their actual roles as entrepreneurial enlightenment mentors, entrepreneurial project mentors, entrepreneurial market mentors and entrepreneurial management mentors. In addition, the imperfect management and incentive mechanism of entrepreneurial teachers also affects the enthusiasm of entrepreneurial mentors.

## **COUNTERMEASURES AND SUGGESTIONS FOR IMPROVING INNOVATION AND ENTREPRENEURSHIP EDUCATION OF COLLEGE STUDENTS IN PRIVATE VOCATIONAL COLLEGES**

### **Optimize the Target Positioning of Innovation and Entrepreneurship Education and the Creation of Entrepreneurial Culture**

The educational philosophy is the fundamental change of the orientation of talent training and reflects the value orientation of education and teaching of a school. With its flexibility, autonomy and marketability, private vocational colleges develop rapidly, and the educational concept of solving the social demand for vocational posts as the orientation has become a key factor for the social competitiveness of private vocational colleges for a long time. However, as our economy enters the new normal and social demand is transforming, the new era background needs private vocational colleges to train a large number of innovative talents to adapt to the era background. First, the school philosophy should be changed, upgrading the vocational orientation to innovation and entrepreneurship oriented. Take the initiative to adapt to the new normal of economic development, clarify the guiding ideology of innovation and entrepreneurship, and cultivate students' pioneering and creativity to adapt to the new type of work. Second, private vocational colleges should take the initiative to adjust the new changes in the demand for talents caused by industrial transformation and optimize the level and type of talent training. For example, specialized innovation and entrepreneurship professionals and general innovation and entrepreneurship talents. Private vocational colleges should take the initiative to lead enterprises and industry associations to participate in the construction of innovation and entrepreneurship practice platforms. Third, create a culture of innovation and entrepreneurship, and strengthen the cultivation of entrepreneurial ideas. We have set up iconic landmarks for innovation and entrepreneurship, such as the campus culture wall, the achievement exhibition gallery, and the practice and exploration base.

## **Improve the Management Mechanism of Innovation and Entrepreneurship Education for Students in Privately-Run Vocational Colleges**

First of all, a support mechanism for college students' innovation and entrepreneurship under the three-party alliance of government, universities and enterprises should be established. First, raise awareness of the importance of establishing policy alliances to support innovation and entrepreneurship. We will strengthen the close interaction between the government, schools and enterprises, and establish an efficient and dynamic policy support system. Second, while learning from the practices of developed countries, we should improve the support policies for innovation and entrepreneurship which are in line with our national conditions. We should focus on the coordination of resources among different social organizations, form a powerful advanced system integrating scientific research, development and production, and give full play to our collective advantages. We should encourage college students to take the initiative to enter enterprises and factories, develop innovative skills in practice, and cultivate entrepreneurial spirit. Third, we need to improve the trilateral interaction mechanism between government, school and enterprises. Strengthen the government, universities and enterprises among the three mutually supportive pair relationship. Make the traditional "industry-university-research" to "government-industry-university-research" change.

Second, we need to clarify the importance of innovation and entrepreneurship. Understand the characteristics of vocational colleges, analyze the changes of talent market demand, strengthen the concept of the importance of innovation and entrepreneurship in the education work of private vocational colleges, from the concept to the value of the understanding, from the theoretical understanding to practical action.

Finally, we need to break the bottleneck of policy resources to support innovation and entrepreneurship. At present, the self-employment rate of Chinese college graduates is only 2.0%, much lower than the world average of 10%, and lower than the developed countries' 20%-30%. The success rate of entrepreneurship is less than 10%, and much lower than that of ordinary enterprises. [4] Therefore, innovation and entrepreneurship results of vocational college students are not high. The lack of objective conditions and insufficient resources for supporting innovation and entrepreneurship in private vocational colleges are also the factors that restrict its development. First, absorb capital resources from all walks of life, break the bottleneck of material conditions. Through cooperation with social forces to absorb social investment and financing, to provide material guarantees for policy implementation. The government, universities, enterprises and civil society cooperate to form a complete organizational structure of supporting policies for innovation and entrepreneurship in universities and colleges. Second, to give full play to the advantages of academic resources within the university, cooperate with enterprises and the government to participate in policy decision-making, and break the bottleneck of theoretical support. Third, give full play to the human resource advantages of the university and the society to provide human resource support for the policy.

## **Optimize the Construction of Teacher Resources for Innovation and Entrepreneurship Education in Private Vocational Colleges**

### **OPTIMIZE THE CONSTRUCTION PATH OF INNOVATION AND ENTREPRENEURSHIP EDUCATION TEACHERS IN PRIVATE VOCATIONAL COLLEGES**

(1) Build a teacher platform to enhance the sense of belonging of innovation and entrepreneurship teachers

First of all, from the top design, department design, teaching and research system design, set up a special innovation and entrepreneurship teaching and research department, to establish a new education concept of innovation and entrepreneurship. Internally, according to the experience and professional background of the teachers in innovation and entrepreneurship, through the establishment of innovation and entrepreneurship platform for learning and practice, regular symposiums, industry exchanges, lectures and workshops, visits and other activities, to build a team of internally trained professional teachers. Externally, entrepreneurs with actual entrepreneurial experience from outside the school are invited to visit the school regularly for field guidance, and remote consultation and guidance services are opened. At the same time, combined with the characteristics of entrepreneurship education needs, some external business mentors are recruited to carry out innovation and entrepreneurship lectures and teaching activities. Through various forms of "strong interaction, emphasis on practice" multi-point combination to improve the quality of teachers and students' innovation and entrepreneurship teaching, grasp the real-time industry frontier dynamic information and excellent cases.

(2) Optimize the concept of innovation and entrepreneurship education

Schools, colleges and teachers should change their educational concepts and integrate innovation and entrepreneurship education into the whole process of talent training. To understand students' professional knowledge, promote the specialization and disciplinarity of innovation and entrepreneurship education, focus on the cultivation of innovative thinking and practical ability, improve the combination of professional education theory and practice, schools should support and encourage teachers to lead students to carry out practical entrepreneurship practice. The author investigated Qiannan Normal College for Nationalities and found that it set a precedent in innovation and entrepreneurship and achieved good results in entrepreneurship education. This is a reference case of college students' innovation and entrepreneurship. In the Entrepreneurship Practice base of Qiannan Normal University for Nationalities, the management of the school of Economics and Management will set up a doctoral team and select a team of students for innovation and entrepreneurship. The management will lead the doctoral teachers and students at the school to set up an entrepreneurial base to explore practical entrepreneurship and operation in the form of enterprise management. Successful entrepreneurs are hired by the university as professors to regularly visit the startup base to guide the company's operation in real time. Meanwhile, CEOs of enterprises are hired as visiting professors to regularly visit the base to give lectures on

entrepreneurship management and operation. The entire entrepreneurial process is performed by the student team as the responsibility of each organizational structure and practical operation, and the entrepreneurial team teachers inside and outside the school assisted and guided. This model integrates "teaching, production and research" into one. Teachers and students both teach and learn in the operation process. The company model forms the integration of industrial operation, and the teachers form the scientific research results in the practice summary data. Students learn entrepreneurial knowledge in practice and turn practice major into entrepreneurial expertise.

(3) We will improve the structure of teaching staff for innovation and entrepreneurship

The optimization of teacher structure can be carried out from the following aspects: First, strengthen the top-level design of schools and colleges, establish a scientific and reasonable education and training system for innovation and entrepreneurship, formulate the development goals and plans of education teachers, and train them before they work[1], Promote the professional growth of teachers. Second, young and middle-aged teachers and administrative teaching and auxiliary managers should be trained by different levels and categories, and the "Young teacher training" plan should be encouraged to be carried out with the help and guidance, and a combination of innovation and entrepreneurship teams should be set up. Yao Shengzhuo et al. (2020) proposed strong practical training modes such as entrepreneurial sand table drills, so as to improve teachers' practical teaching ability and provide effective guidance to students in the process of innovation and entrepreneurship [1]. Third, Yao Shengzhuo et al. (2020) proposed to create an online course learning platform for innovation and entrepreneurship education to provide teachers with diversified and abundant high-quality course resources [1]. Fourth, encourage teachers at private vocational colleges to carry out temporary job training in enterprises, carry out school-enterprise project cooperation, and transform results into cooperation. Support teachers to participate in school-enterprise inspection, school-school inspection, exchange and discussion, and improve the education level of private vocational colleges in innovation and entrepreneurship. Fifth, entrepreneurs with rich entrepreneurial experience are invited as visiting professors to guide teachers and students to practice entrepreneurship. We will cultivate internal entrepreneurship teachers from various aspects, introduce external entrepreneurship tutors, and optimize the structure of innovation and entrepreneurship teachers.

## OPTIMIZE THE CURRICULUM CONSTRUCTION PATH OF INNOVATION AND ENTREPRENEURSHIP EDUCATION IN PRIVATE VOCATIONAL COLLEGES

By breaking the traditional teaching mode and starting from the concept of results-oriented education, this paper explores the design ideas of innovation and entrepreneurship curriculum system, so as to transform the traditional mechanical curriculum from "single output" to "strong practice" curriculum with depth, difficulty and challenge.

First, take the teaching link as the center. Centering on students' "knowledge, ability and quality", the teaching results cover the knowledge, paths and methods of innovation and entrepreneurship, involving the practical difficulties and common problems of innovation and entrepreneurship, so as to improve students' ability to solve complex problems of innovation and entrepreneurship. Results-oriented education curriculum designs non-teacher-led curriculum to avoid the traditional classroom teacher output students receive. Wang Junqiang (2021) proposed that the teaching methods should adopt such teaching modes as heuristic, discussion, collaboration and hybrid, and also create teacher-student interactive classes such as group discussion, role playing, case analysis and project simulation, so as to give full play to the effect of teaching diversity [5]. The teacher is no longer the leader of the classroom, but should strengthen the interaction between teachers and students, play the role of guide, accompany, participate, assist, guide, promote and cooperate in the process of students' innovation and entrepreneurship learning and practice, so that students can actively absorb knowledge, actively explore problems, dare to question and independently construct the system [6]. The teaching effect is results-oriented, and the teaching content is flexible. It focuses on guiding students to think and act like entrepreneurs, and actively discover, explore, analyze and solve problems [6].

Second, take characteristic teaching activities as the key to improve the learning effect. In addition to the regular innovation and entrepreneurship classroom teaching activities, create teaching activities with characteristics to promote students' interest in innovation and entrepreneurship learning [6]. For example, making full use of the platform carrier of innovation and entrepreneurship competition to create excellent entrepreneurial projects and promote the transformation of excellent project results is a key link to promote the comprehensive development of students' comprehensive quality and promote the combination of practice, learning, research, production and application. The dual training mode of "promoting teaching by competition and learning by competition" is conducive to the growth and improvement of teachers and students in both theory and practice. When encouraging students to participate in the competition, we should avoid the "performance-only theory", eliminate the utilitarian psychology, focus on the construction of innovation and entrepreneurship courses that pay equal attention to ability and knowledge, strengthen the learning process management, improve students' entrepreneurial ability as the starting point, and cultivate more innovative entrepreneurial talents. At the same time, entrepreneurs and entrepreneurial elites are invited to the university to carry out entrepreneurship guidance and entrepreneurship lectures and hold various training activities featuring innovation and entrepreneurship.

## IMPROVE THE QUALITY AND ABILITY OF COLLEGE STUDENTS' INNOVATION AND ENTREPRENEURSHIP EDUCATION

(1) The improvement path of students' quality cultivation. Ren Yuanyuan (2019) proposed to guide cultural quality education with the cultivation of excellent professional spirit as the core[2]; Centering on professional vocational skill training, we will lead vocational quality education[2]; With the training of innovative thinking for

entrepreneurship as the starting point, leading innovation and entrepreneurship education[2]. Higher vocational colleges should strengthen ideological and theoretical guidance, pay attention to the edification of campus culture, and enhance professional teaching practice [2]. The cultivation of "craftsman spirit" is integrated into every classroom teaching, and the teaching method of "strong interaction" is adopted. Students' comprehensive practical learning activities are conducted under the guidance of teachers [2]. With "craftsman spirit" to lead the students' extracurricular practice teaching, effectively improve the comprehensive quality of students [2]. Therefore, in the process of innovation and entrepreneurship education, the craftsman spirit should be strengthened [2], We will shape the craftsman spirit into the development of innovation and entrepreneurship education, and train more high-quality innovation and entrepreneurship talents.

(2) Promoting learning activities through competition is helpful to improve students' entrepreneurial ability. Private vocational colleges support college students' innovation and entrepreneurship competitions, such as "Internet Plus" and "Challenge Cup". First of all, participating in the innovation and entrepreneurship competition is conducive to the positive impact on students' ideological and political accomplishment and learning initiative. Various problems in the competition process encourage students to take the initiative to learn and solve the problems in the entrepreneurial process [3]. At the same time, participating in the competition not only requires students to have solid professional knowledge, but also need to have the comprehensive knowledge of multi-disciplines [3]. In this way, students can fully stimulate their learning ability and practical ability, improve their learning initiative, and make students more confident in the process of entrepreneurship [3]. Secondly, the competition promotes the students to effectively combine the theory and practice of innovation and entrepreneurship, and exercise the students to have a strong ability to withstand pressure. Only with a strong psychological quality can they constantly hone, so as to realize their entrepreneurial dreams and improve the students' confidence in innovation and entrepreneurship [3]. Finally, students get exercise through the process of participating in the competition, cultivate the sense of teamwork, improve the skills of entrepreneurship, hone the entrepreneurial will, which is conducive to a firmer choice of goals in the face of employment. Competition plays a positive role in promoting students' innovative spirit, creative thinking, logical thinking and creativity, so as to further improve students' comprehensive quality.

## REFLECTIONS ON THE CONSTRUCTION OF INNOVATION AND VENTURE CAPITAL SYSTEM OF PRIVATE VOCATIONAL COLLEGES

In order to stimulate the innovation and entrepreneurship potential of college students and help teachers and students who have won excellent competition awards to transform their project results, it is suggested that private vocational colleges set up an innovation and entrepreneurship incubator base for college students and set up a special "venture capital bank" for innovation and entrepreneurship to provide basic conditions for college students to innovate and start businesses, including sites, equipment and funds.

First, build a "pool of startup funds. " Mainly from the government support, corporate funding, alumni donations, allocated "venture fund pool" back. First, private vocational colleges should strengthen the connection with the government, strengthen the leading role of the government, attract different subjects to participate in the joint construction and multi-party joint management [7], To strive for special policy fund support for college students' innovation and entrepreneurship, government grants can be used as the initial source of "venture fund pool". Second, private vocational colleges should strengthen multi-party interaction with enterprises, guide more social capital to support entrepreneurial activities through the market mechanism, and strive for more social resources, such as school-enterprise exchange, school-enterprise cooperation, school-enterprise joint research and development projects. Enterprises can cooperate with teachers and students in the way of funding and transform the project results. Thirdly, alumni donation is a continuous and long-term inheritance activity, which can be donated from alumni with great achievements to support the "entrepreneurial fund pool" of college students and carry forward the spirit of alumni inheritance in the school. Fourth, the withdrawal of "venture Fund Pool" means that the school supports the successful entrepreneurial projects of teachers and students through entrepreneurship incubation, and during the operation of the base, the school returns part of the profits to supplement the "venture fund pool" according to a certain percentage.

Second, improve the regulatory system of venture funds. Establish a guarantee system of college students' venture capital fund by integrating multiple subjects, establish a communication linkage and mutual management mechanism from the subject's self-regulation and mutual supervision, make rational use of resources, and fully release the potential of resources, and promote the college students' venture capital fund guarantee system to continue to develop strength[7], Strengthening the cooperation and management among the participants can maximize the efficiency of the security system of college students' venture capital[7].

Finally, improve the access and exit mechanism. We will establish a mechanism for subject access and withdrawal, draw on the market mechanism to operate the fund guarantee system, and build a guaranteed system that can absorb social capital. In terms of the exit mechanism, it is also necessary to allow different entities to withdraw from the safeguard system as required. In order to improve the multi-party collaborative path, enhance the effectiveness of the venture fund security system, and effectively solve the practical problem of college students lack venture capital [7].

## **SUGGESTIONS ON OPTIMIZING INNOVATION AND ENTREPRENEURSHIP INCUBATION BASES FOR COLLEGE STUDENTS IN PRIVATE VOCATIONAL COLLEGES**

### **Improve the Scientific Management and Operation System**

First of all, strengthen the top-level design, improve the level of operation management, and enrich the platform supply content. The head of the school takes the lead, collaborates with multiple departments, hires professors with entrepreneurial

experience in the school, assigns staff, and sets up an efficient management team with special responsibility system. Implement "enterprise-oriented" operation and operation, strengthen the joint cooperation among "government, universities and enterprises", build a business incubator base with enterprise philosophy, introduce the enterprise operation mechanism into the operation and management of the business base, and realize the scientific and effective operation of the business base through the enterprise-oriented operation mode. Secondly, to build a professional team of entrepreneurship guidance teachers. On the one hand, entrepreneurs with practical experience in entrepreneurship are introduced as visiting professors to regularly guide teachers and students in entrepreneurship. On the other hand, through the school training, the establishment of a professional team of entrepreneurship guidance teachers. Thirdly, scientific venture financing helps the growth of the project. Expand financing channels, strive for government policy inclining and policy support, guide and help students to obtain business policy subsidies; Strengthen school-enterprise cooperation and exchanges, integrate social resource advantages, introduce angel investment fund; Support more mature quality projects to introduce professional venture capital institutions.

### **Aim at Incubation Positioning to Achieve Accurate Project Incubation**

First of all, the orientation of college student entrepreneurship incubator base should be based on the excellent start-up projects to provide pre-incubation, and to participate in the competition to win the award of excellent projects pre-incubation service. Through the practice and exploration of the incubation base, the project enables college students to master operational knowledge, skills and experience, understand the market and social rules, cultivate entrepreneurial ability, and improve their professional quality and comprehensive ability. At the same time, the incubation base focuses on cultivating students' innovation and entrepreneurship awareness and entrepreneurial spirit and promoting the formation of entrepreneurial culture. Secondly, the innovative incubation mode gives play to the advantages of carrier. The management mode of civilian-run vocational colleges belongs to the management type of universities. The schools operate independently, invest independently, manage and operate by themselves. Therefore, private vocational colleges should give full play to their pre-incubation function, and then through cooperation with professional incubators, realize business incubation and accelerated incubation of entrepreneurial projects. At the same time, we will strengthen the communication platform of students' entrepreneurship exchange guidance and project promotion services to create an active campus entrepreneurial atmosphere.

### **Enhance systematic Support Effect**

First, private vocational colleges should create an innovation system to stimulate the potential of the main body. The core of the innovation system is the incubation base itself, which provides incubation resources and services for the entrepreneurial teams or enterprises. The incubation base should interact with teaching, scientific research, competition and achievement transformation. Strengthen the close cooperation between



government departments, venture capital institutions and enterprises to provide a good external environment for the development of the venture base. Second, private vocational colleges need to clarify their own advantages and enhance the entrepreneurial characteristics of the incubation base. Disciplines and majors are the source of the achievements of college students' innovation and entrepreneurship projects, and the incubation base shoulders the mission of the deep integration of "industry, university and research" of the school. It is necessary to give full play to the professional advantages of the college, form whole-process, large-scale and standardized entrepreneurship projects through the training mode of innovative and entrepreneurial talents, and finally form the characteristic brand effect of entrepreneurship incubation and cultivate students' corresponding entrepreneurial practice ability in combination with the characteristics of the discipline. In addition, based on regional economic development, regional advantages and industrial characteristics, the development path, goals and key breakthrough fields of the business incubator base should be positioned, highlighting the new industrial layout of the business incubator base with hierarchy, domain and specialty driven by regional economic and social development.

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