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A study on how to Accelerate Cultivating of Innovative and Entrepreneurial Talents in Higher Vocational Colleges after the Epidemic

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ABSTRACT

Innovation and entrepreneurship are becoming more and more prominent after the epidemic. The cultivation of students' innovative and entrepreneurial ability has become an urgent task for education and training departments. This paper mainly introduces how to improve innovation and entrepreneurship education and focus on the strategies for cultivating innovative and entrepreneurial talents in higher vocational colleges, such as the infiltration of education concepts and talent training models, the integration of innovative and entrepreneurial education and professional education courses, the unification of innovative and entrepreneurial education theories and practices, the teaching and training group building, etc.

1. Foreword

Innovation and entrepreneurship are key factors supporting the implementation of the national "innovation driven" development strategy. Premier Li Keqiang, in the summer of 2014, the Davos Forum publicly issued a call for "mass entrepreneurship and innovation", which has since sparked a new wave of "mass entrepreneurship". Since then, a new trace of "innovation for all" has been becoming. Entrepreneurship can not only bring market innovation and improve market economic efficiency, but also provide more job opportunities and alleviate social employment pressure. The study of entrepreneurial behavior among college students has been a key topic of concern in the academic and industry sectors both domestically and internationally in recent years, but there has been insufficient research on how to provide more effective entrepreneurial education for college students.

College students are extremely innovative, full of vigor and new thinking. Encouraging college students to respond to the national policy, to actively participate in innovation and entrepreneurship can not only improve their own knowledge, literacy and skills, but also achieve their self-worth and can support social employment

for economic steady operation and healthy development (Zhang, 2021). Three years of epidemic has hit the domestic economy hard, caused many enterprises layoffs and bankruptcy. Therefore, the employment problem of college graduates has become one of the urgent social problems, and innovation and entrepreneurship is a good way to ease the employment pressure.

2. Problems existing in the reform of innovation and entrepreneurship education

2.1 Lack of innovation and entrepreneurship education concepts

Since college students innovative entrepreneurship increasing, numbers of innovative entrepreneurial project rising, innovative entrepreneurial college and curriculum system innovative entrepreneurial, talent training plan and teachers structure construction have made full improvement (Zhang et al., 2020). However, some higher vocational colleges only pay attention to the improvement of hardware facilities and theoretical indoctrination in the classroom. Some higher vocational colleges only focus on the teaching of "Internet+" competition content and pay too much attention to it. This phenomenon show that some higher vocational colleges lack the concept of innovation and entrepreneurship education, and do not understand its real connotation and significance. If let it go on for a long time, it will lead to problems of few innovative and entrepreneurial talents and low success rate of projects in higher vocational colleges.

Compared to college students in developed countries, the proportion of college students in China who start their own businesses is relatively low. Moreover, it is far weaker than developed countries in cultivating entrepreneurial and innovative abilities. This gap is mainly manifested in the following aspects: firstly, developed countries advocate the concept of individual struggle and equal opportunities. Taking tolerant attitude towards entrepreneurial and innovative activities, the awareness of cultivating entrepreneurial and innovative abilities is very profound. Compared to China, the concept of personal struggle and equal opportunities is far less strong than that of developed countries. The conditions provided by the entire society for cultivating entrepreneurial and innovative abilities of college students are not enough. Lack of management consulting, business training, and venture capital, the atmosphere and conditions for cultivating entrepreneurial and innovative abilities among college students have not truly formed. Secondly, developed countries pursue individuality and focus on abilities, they emphasize an open, flexible, and thought-provoking educational model. Comparing to them, our popular bias is that academic is superior to ability. The education model is relatively closed. College students have limited contact with society. Being content with the current situation, there is a general lack of adventurous spirit required to cultivate entrepreneurial and innovative abilities. Thirdly, college students in developed countries generally engage in entrepreneurial and innovative activities in the high-tech field. Compared to China, the number of cases of college students engaging in high-tech entrepreneurship and innovation is increasing, but due to limitations in education level, the number of high-tech fields involved is not yet significant. Fourth, developed countries have mature capital markets, adequate funding for venture capital, developed information service industry, sound consulting service institutions, so that most plans for cultivating entrepreneurial and innovative abilities among college students are feasible. However, under a backward capital market and

relatively difficult financing society, it is difficult to implement plans for cultivating entrepreneurial and innovative abilities among college students.

2.2 Innovation and entrepreneurship practice is out of touch with education and teaching curriculum

At present, many higher vocational colleges are zealous about innovation and entrepreneurship, and most of them have built innovation and entrepreneurship colleges, students' pioneer class, and have made positive progress in the construction of platforms and hardware guarantee (Guo, 2017). However, the curriculum system of college students in many higher vocational colleges is not efficient, which only emphasizes theory over practice. The curriculum is backward, out of professional knowledge, and does not flow after dominant disciplines. Some higher vocational colleges even set up innovation and entrepreneurship courses as elective courses, second classroom activities, or even successful alumni reports, etc., which are not integrated with the reform of education and teaching system, talent training mode, professional education, and ideological and political education. As a result, students lack independent awareness in their innovation and entrepreneurship education, learn only for academic and credits.

2.3 The teacher structure of innovation and entrepreneurship education is unreasonable

Innovation and entrepreneurship education includes the characteristics of theoretical systematization, practical practice and creative times. It needs theory, but it also needs personal practice to produce the final results. This requires high requirements for innovation and entrepreneurship teachers themselves. They need not only theoretical knowledge of innovation and entrepreneurship, but also skills and professional knowledge of relevant professional disciplines, and practical guidance experience and ability (Zhan, 2018). However, higher vocational colleges do not pay enough attention to the construction of teachers, resulting in poor team of teachers and many other problems. First, most of the teachers engaged in practical guidance and theoretical teaching of innovation and entrepreneurship are part-time teachers, including counselors and managers. Most teachers can only be "talking on paper", without professional and systematic training, systematic theoretical knowledge and practical experience (Cheng, 2019). Students are not involved in problems such as low enthusiasm and independent consciousness, which cannot guarantee the training quality of entrepreneurial talents. Second, most of the teachers are part-time supervisors, with insufficient ideas, less energy and time in innovation and entrepreneurship education. Third, only depend on lectures, alumni meeting, successful entrepreneur reports. Students can get some suggests, guidance, etc. from this kind of medium, but they are all temporarily, short-term enthusiasm. As a systematic training, we need such as fund implementation, time guarantee, teaching assessment, comprehensive evaluation and so on, which cannot be offered by the above measures.

3. Study on the practice path of innovation and entrepreneurship education reform for college students in higher vocational colleges

3.1 Deepen the educational concept and stimulate college students' passion for innovation and entrepreneurship

"The primary goal of innovation and entrepreneurship education is to cultivate the innovation and entrepreneurship spirit of college students", and how to improve college students' awareness of independent innovation

and entrepreneurship. Facing the problems of vague innovation and entrepreneurship knowledge, lack of action consciousness and less risk prediction, more attention should be pay to the students' practice and actual operation. First, we will make overall planning and strengthen top-level design. Establish innovation and entrepreneurship college which coordinates the innovation and entrepreneurship education planning, education system, entrepreneurship projects, competition, etc., arrange other departments to coordinate the innovation and entrepreneurship education work of the whole school. Second, to enhance the awareness of secondary colleges of innovation and entrepreneurship education in the education reform and development of higher vocational colleges. Secondary colleges should not only fully understand the connotation and significance of innovation and entrepreneurship education, but also implement it in specific issues such as capital, site, teachers, and project implementation. Third, the goal of innovation and entrepreneurship in higher vocational colleges is to cultivate creative thinking, entrepreneurial consciousness and practical ability, and change the concept of employment.

3.2 Throughout the whole process of talent training, improve the innovation and entrepreneurship education system in higher vocational colleges

First of all, higher vocational colleges should include innovation and entrepreneurship education into the talent training program, and actively explore the "consciousness enlightenment- -knowledge teaching--thinking training--ability cultivation--the cultivation of achievements- -achievement feedback". Zhan (2018) Set up practice semester, such as sophomore summer, and credit replacement, according to different professional competition and innovative entrepreneurial projects, courses, university-enterprise cooperation training modes. Secondly, build a school-enterprise co-construction and double-teacher curriculum system, including second classroom practice which is composed of process assessment, classroom notes, practice assessment and final assessment.

The design of course content refers to the shift from "knowledge before ability" to "ability before knowledge". Change from the so-called "knowledge first before ability" which refers to the cultivation of ability according to the classification of different knowledge, to "ability first before knowledge later" which means that the content applied according to students' different abilities and skills. The purpose of innovation and entrepreneurship education is to stimulate students' awareness of innovation and entrepreneurship, cultivate the ability to solve problems and the ability to implement ideas or ideas, so the ability-oriented course goal is relatively clear. In order to cultivate students' entrepreneurial ability and evaluate scientific and effectively entrepreneurship education, Europe Union has developed a set of reference framework for entrepreneurial ability, namely the "Framework of Entrepreneurial Ability" released in 2016. The entrepreneurial ability is divided into four levels from basic to expert, and each level is specific to two levels, forming a total of 8 levels which from low to high are discovery, exploration, experiment, challenge, improvement, strengthening, expansion and transformation. Each level corresponds to the relevant requirements and connotation explanations. When carrying out innovation and entrepreneurship courses, colleges and universities can also pretest students' ability according to this ability framework. For example, the course content of "How to Build a Team" in "Entrepreneurial Design" can organize students to visit the entrepreneurial space. There are many settled entrepreneurial teams, and entrepreneurs can also be invited to share relevant experiences. On this basis, the teacher then guides the students to summarize the experience of "how to build a team".

On the basis of mastering students' learning conditions, design progressive and modular courses for teaching. At the same time in order to monitor the teaching effect of the course, state to the students' ability of process evaluation and adjust the late teaching arrangement, according to the teaching effect. The ability oriented "teaching, learning, test" program is trouble, but it is easier to make students clearly understand their ability level, to their correct positioning and set the more appropriate learning goals. For example, the course content of "Entrepreneurial Marketing" on "Marketing Strategy formulation" can be mobilized to implement the marketing strategy in the form of theoretical knowledge teaching and marketing strategy formulation on the basis of road show, and teams can compare with each other and summarize experience and deficiencies.

3.3 Build a "double-teacher" team to improve teachers' ability in innovation and entrepreneurship education

Teachers are the first guider and enlightening people of innovation and entrepreneurship education in higher vocational colleges. The construction of teaching staff with rich teaching experience and enterprise management experience is very important. First, optimize the team structure. At present, innovation and entrepreneurship mentors in higher vocational colleges are not enough. Only a few employ entrepreneurs are engaged just as part-time mentors, let alone full-time teachers, so it is urgent to establish full-time and part-time teachers system and enlarge the teacher team for innovation and entrepreneurship (Cheng, 2019). Deep cooperation with local industry associations, select entrepreneurs and successful alumni as part-time professors, introduce teachers with enterprise experience and practical experience, explore the system of resident entrepreneurs, and attract outstanding alumni from all walks of life as mentors. Select schoolteachers to take relevant enterprises for temporary training, learn enterprise management methods, and enrich the teacher team in school. Second, to improve the teaching ability. Higher vocational colleges should actively carry out theoretical and practical training such as entrepreneurial selection, role training and project simulation training, so as to have a deep understanding of the essence of innovation and entrepreneurship and lay a foundation for how to cultivate students' awareness. Full-time and part-time teachers are encouraged to improve their teaching ability through temporary training, experience the entrepreneurial process, so that theoretical learning and practical experience are integrated.

3.4 Build a platform to guarantee and implement the service mechanism for college students' innovation and entrepreneurship

The practice of innovation and entrepreneurship needs the guarantee of both on-campus and off-campus platforms. Higher vocational colleges can build a practicing platform for innovation and entrepreneurship education at different levels (Li, 2019). First, relying on the on-campus innovation and entrepreneurship platform, to provide practical opportunities. According to the characteristics of different professional talent training and different needs of innovation and entrepreneurship, the allocation of campus resources should be optimized. (1) Support the incubation construction of mass innovation, such as the establishment of maker studios, where makers can discuss design and brainstorm about entrepreneurship, so as to build a low-cost platform for work, social networking and resources for students with entrepreneurial projects. For the entrepreneurial teams that

have settled in the College Student Pioneer Park, Identify business mentors and corporate mentors, Carry out "many-to-one" guidance and service, Carry out entrepreneurship exchanges; (2) Support the initial experience of entrepreneurship, let students experience the fun, knowledge, risk and so on, such as the establishment of flea markets, grid shops, the establishment of entrepreneurial shops, etc., help interested students to experience entrepreneurship, stimulate the enthusiasm for innovation and entrepreneurship; (3) support the construction of characteristic innovation and entrepreneurship associations and science and technology associations, for example, the establishment of College Students Innovation and Entrepreneurship Association and career Development Association. Encourage the interaction and integration of science and technology associations and innovation and entrepreneurship associations. Carry out practice activities of transformation of scientific and technological achievements. Second, rely on social resources to build an open off-campus platform. As a supplement to the on-campus platform, the off-campus innovation and entrepreneurship education practice base is an important link to cultivate students' awareness and combine theory with practice, and is also an efficient way for college students to go out of school and contact the society. Higher vocational colleges jointly build practice bases with schools and enterprises, establish cooperative practice bases with local governments, and cooperate with local governments, brother universities, science and technology, industry and investment community incubators to build off-campus practice platforms, establish innovation and entrepreneurship practice alliances, and promote the transfer of innovation elements to enterprises and the export of innovation achievements to enterprises.

3.5 Create a school-wide cultural atmosphere for innovation and entrepreneurship

"Enterprising universities, much as firms in the high-tech industry, develop a work culture that embraces change. That new culture may start out as a relatively simple institutional idea about change that later becomes elaborated into a set of beliefs which, if diffused in the heartland, becomes a university-wide culture. Strong cultures are rooted in strong practices. As ideas and practices interact, the cultural or symbolic side of the university becomes particularly important in cultivating institutional identity and distinctive reputation" (Burton , 1998).

One of the main ways to transform a traditional university to an entrepreneurial university is to form an integrated entrepreneurial culture. In terms of the needs of students' entrepreneurial culture, this culture atmosphere is not only an incentive, but also a gathering place and resource gathering for like-minded people. But at present, this atmosphere is mainly concentrated in entrepreneurship student associations, entrepreneurship minor classes and various student entrepreneurship clubs. As for the whole school, it is still not prominent enough, so it is necessary to further create the cultural atmosphere of innovation and entrepreneurship.

4. Conclusion

Under the fast develop mode of China's economy, it is an inevitable trend to cultivate the college students' innovation and entrepreneurship spirit and reform the innovation and entrepreneurship education in higher vocational colleges. At present, the innovation and entrepreneurship education in China's higher vocational colleges is still in the stage of preliminary exploration and development, and there is still a huge gap with the

national requirements on innovation and entrepreneurship education. Higher vocational colleges need innovative entrepreneurial concept, talent training system, teacher structure, competition construction, platform support etc., to improve college students' talent innovation entrepreneurial quality, independent consciousness, innovative spirit and promote the development of China's economy, science and technology innovation.

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