

Research on the Reform of China's Education Policy System Integrating Innovation and Entrepreneurship Education

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Abstract: At present, the IEE (innovation and entrepreneurship education) of local applied universities is obviously insufficient, which affects the development of graduate students' innovation and entrepreneurship ability. Although universities have included IEE as a compulsory course as one part of the talent training plan, the number of courses actually implemented in reality is very small, which makes it difficult to effectively train and educate students. In order to carry out real innovation and entrepreneurship teaching, it is necessary to reform the existing IEE model of local applied universities and put it into practice. Cultivate college students' insight, judgment and decision-making ability on opportunities and problems of innovation and entrepreneurship, and at the same time, immerse college students in the atmosphere of innovation and entrepreneurship in all directions through diversified IEE organizations. This paper analyzes the present situation of China's educational policy system reform, finds out the problems and then finds out the solutions.

Keywords: Innovation; Entrepreneurship Education; Education Policy.

1. Introduction

Education is the basis of cultivating talents and enhancing national innovation ability, and it must be placed in the overall and strategic position of modernization. In the process of educational policy system reform, education plays a fundamental, leading and overall role [1]. With the deepening of supply-side structural reform, the reform of China's education policy system has entered a new development period, and it also faces many new challenges. Educators should proceed from the goal and essence of IEE (innovation and entrepreneurship education), carefully analyze the relationship among stakeholders in the whole process, balance the interests of all parties, and reform and develop the current IEE model.

In order to carry out real IEE, it is necessary to reform the existing IEE model of local applied universities and put it into practice [2]. With the rapid increase of the number of graduates, the phenomenon of difficult employment for college graduates is becoming more and more prominent. After graduation, it has become a hot issue in society. This paper discusses the reform of China's education policy system with the integration of IEE, with a view to contributing to the improvement of China's education policy system.

2. The Relationship between Innovative Education and IEE

Innovative education focuses on improving people's quality education, while IEE focuses on realizing the value of life. However, both of them have the same value orientation, hoping to improve students' practical ability and reach an agreement on their goals. IEE and innovative education contain and overlap with each other, and there are many intersections. As a brand-new educational concept and form, IEE is the product of the era of knowledge economy [3-4]. In order to make college students better innovate and start businesses, the school has taken a series of measures to

improve the quality of college students' entrepreneurial practice activities and innovate the teaching mode, thus enhancing their self-confidence in innovation and starting businesses and establishing their innovative consciousness.

Developing IEE and cultivating innovative and entrepreneurial talents have become a major issue facing China's higher education. Cultivate college students' insight, judgment and decision-making power on the opportunities and problems of innovation and entrepreneurship, and at the same time, with the help of various types of IEE organizations, let college students be in an all-round atmosphere of innovation and entrepreneurship; Colleges and universities should implement the party's educational policy, adhere to the principle of cultivating talents, promote entrepreneurship with innovation, promote employment with entrepreneurship, and actively adapt to the new normal. And use a variety of higher education methods and college students' IEE methods to improve their comprehensive ability.

3. An Analysis of China's Educational Policy System

3.1. IEE Curriculum is Unscientific

At present, the IEE of local applied universities is obviously insufficient, which affects the development of graduate students' innovation and entrepreneurship ability. Although universities have included IEE as a compulsory course as one part of the talent training plan, the number of courses actually implemented in reality is very small, which makes it difficult to effectively train and educate students. Even if some students know the relevant theoretical knowledge of IEE, it is difficult to apply it to practice. Moreover, the curriculum of IEE is not targeted, and the teaching materials are not compiled according to the inherent characteristics of students and the laws of students' personal development, so the teaching content is not scientific [5]. The subject of innovation and entrepreneurship courses is single, either the teachers of our school are the main body, or the

employees of enterprises, or the combination of the two, and the lack of participation of professional institutions or organizations will cause limitations in the content and form of the courses; They cannot be integrated with each other, and universities often offer public courses such as "IEE" that do not distinguish majors, but lack courses that can integrate majors and IEE.

3.2. The Supply System of University Entrepreneurship Service is not Perfect

Supply-side structural reform optimizes the economic structure and promotes the orderly transformation and upgrading of enterprises. It is necessary to clear the institutional and institutional barriers and break the institutional and institutional barriers of economic development and enterprise innovation and development. Therefore, university entrepreneurship service should actively build a platform for students to enrich their entrepreneurial knowledge and exercise their entrepreneurial skills [6]. However, at present, there is a big gap between the supply content of university entrepreneurship service and the service demand of college students, which is mainly manifested in the absence of entrepreneurship training content. The supply system of university entrepreneurial service simply focuses on the theoretical knowledge learning level, while ignoring the learning of specific entrepreneurial processes and the consolidation of entrepreneurial skills by college students, which is an important manifestation of the dislocation between supply and demand of entrepreneurial service.

3.3. Backward Teaching Concept

Under the background of supply-side structural reform, colleges and universities should actively explore ways for students to innovate and start businesses, summarize the practical problems encountered in the exploration of innovation and start businesses, and put forward effective paths for IEE. Whether it is the need of social and economic development or the requirement of deepening reform in universities, we should do a good job in IEE for college students. Relevant data show that some university teachers have a one-sided understanding of innovation and

entrepreneurship, the existing educational concepts are not systematic, and the phased education objectives are not specific enough, and finally IEE can only be formally implemented [7-8]. In the long run, this will reduce the social influence of universities and colleges, leading to a decrease in the number of college students enrolled.

3.4. The System Construction of College Students' IEE is not Perfect Enough

Practice base is the carrier of cultivating innovation and entrepreneurship, an effective way for college students to develop their innovation and entrepreneurship awareness and skills, and also provides auxiliary means and guarantee functions for IEE teaching of college students. The current situation of IEE teaching in local applied universities is that teachers have abundant theoretical knowledge, but they lack enough innovation and entrepreneurship ability. Even if they want to teach students practical knowledge of innovation and entrepreneurship, they are powerless. Universities continue to explore the implementation ideas of IEE, but the system construction is still insufficient, and even some system supply is counterproductive. The top-level system design failed to be translated into specific management systems and operating procedures. In some universities, the entrepreneurial incentive system is only aimed at college students who are willing to start a business, but not at all college students. These systems are contrary to the original purpose of IEE and are not conducive to the further development of IEE.

4. China's Educational Policy System Reform Strategy Integrating IEE

4.1. Innovative Teaching Concept

The sustainable development of universities can provide sufficient power for the reform of supply-side structure and innovative talents for the reform work, which is of great significance for improving the reform efficiency and increasing the economic benefits steadily. Talents must have strong hands-on ability, which enterprises attach great importance to. For this reason, IEE needs sustainable entrepreneurial innovation and subversive innovation, as shown in Figure 1.

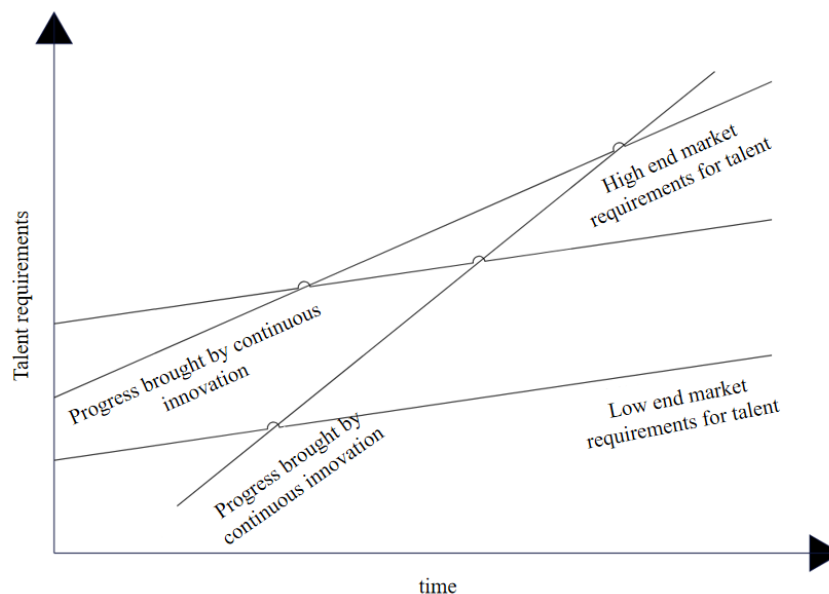


Figure 1. New and subversive innovation of talents' continuous entrepreneurship

Application-oriented universities pay more attention to students' ability to participate in activities, and the evaluation of graduates also adds internship experience and work performance in enterprises, thus ensuring that students' ability can meet the needs of enterprises. Teaching ideas have a direct impact on teaching behavior. Only by innovating teaching ideas can university teachers standardize their own teaching behavior and provide correct ideological guidance for the smooth progress of IEE work. College students should gradually pursue higher-level values while meeting the basic needs of life, which is the main way for college students to realize their self-worth, which is of great significance to the concrete implementation of IEE work in universities.

4.2. Reconstructing IEE Teaching System

The traditional thinking holds that the task of college students is to learn and accept professional knowledge, and that innovation and entrepreneurship during school is to do nothing, and that innovation and entrepreneurship are regarded as "amateur education", and students lack special IEE learning. In order to connect IEE with students' specialized courses, it is necessary to construct a new teaching system. According to the local economic environment and economic development strategy, the curriculum plan is specially adjusted to form professional courses that can help the local economic development, and a university-student-regional curriculum system is established to promote the local economic development and increase the industrial chain while improving the employment and entrepreneurship rate of students [9]. Delete the original outdated knowledge, reduce theoretical courses, increase practical courses, and increase modern science and technology related to cutting-edge new knowledge, so that students can learn knowledge that can really be applied to society, rather than theories that can only be used for scientific research.

In addition to offering public innovation and entrepreneurship courses, we should also offer courses in innovative methods, entrepreneurial cases, innovative ability training and other aspects that are closely related to the major, calculate credits, and build a curriculum system of various innovation and entrepreneurship courses. Encourage students to actively participate. Increase the opening of school practice bases and laboratories, make the utilization rate of scientific research resources, experimental resources and teaching resources higher, organize various forms of innovative and entrepreneurial theme activities, and attract students' interest in innovative and entrepreneurial activities; Hold seminars, knowledge lectures and lectures on successful cases of entrepreneurship to stimulate students' entrepreneurial enthusiasm.

4.3. Improve the Supply System of Entrepreneurial Services

The purpose of IEE teaching is to make college students dare to innovate and actively start businesses. Besides the teaching reform, there must be a set of effective innovation and entrepreneurship support policies to ensure the normal operation of the whole system. This set of policies is not only aimed at students, but also at teachers. The purpose of IEE in the new era is to train college students to start businesses, so universities should encourage students to actively start businesses, give some financial support to entrepreneurial students, or use other resources of the school to provide

entrepreneurs with corresponding channels to help them improve the success rate of starting businesses.

Through the system to ensure the implementation of Industry-University-Research, it can enhance the consciousness and enthusiasm of universities and college students to transform scientific and technological achievements, and highlight the organic whole of the three functions of university teaching, scientific research and serving the society [10]. We should cultivate the spirit of "double innovation" of college students through comprehensive methods such as training performance assessment and credit recognition, mobilize the initiative of students to participate in innovation and entrepreneurship activities as much as possible, and stimulate their enthusiasm to participate in innovation and entrepreneurship activities. Educators attach great importance to it, universities actively participate, and enterprises actively cooperate to build practical training bases inside and outside the school, which can not only transport outstanding talents for the economic field, provide dynamic support for the transformation of scientific and technological achievements, but also promote the employment of young college students.

4.4. Establish IEE Practice Platform

In the field of entrepreneurship, schools can come forward to link the society and form a student IEE alliance. Although the purpose name of undergraduate course is IEE, it is limited by the barrier between school and society, and there is a certain information gap with the real entrepreneurs in society. Through the innovation and entrepreneurship practice platform, students can hold various academic science and technology competitions, participate in innovative science and technology projects, conduct business simulation operations, and industrialize feasible projects. There are many modes of college students' innovation and entrepreneurship practice platform, such as innovation laboratory, simulation laboratory, college students' science park, college students' training center, college students' entrepreneurship base and so on. You can learn about the missing business links in society through the resource information cooperation platform and enter in time. Or establish a school-enterprise cooperation base to help graduates start businesses through the school's IEE.

4.5. Establish IEE Evaluation Mechanism

Any university teaching activity must have relevant education evaluation mechanism for evaluation, certification and feedback, and IEE teaching is no exception. Tracking and evaluating IEE teaching should not only be carried out in stages during the teaching process, but more importantly, it is necessary to investigate the innovation and entrepreneurship of graduates, analyze their innovation achievements and entrepreneurial projects, and understand their experiences, difficulties, puzzles, doubts and key points in the process, so as to make a reasonable evaluation of the teaching quality of universities and find out the shortcomings in the teaching process quickly and accurately. We should not take the profit of innovation and entrepreneurship as the first index, but pay attention to its scientific and technological content, environmental protection, usefulness to society and sustainable development, so as to strive for the practicality of college students' innovation and entrepreneurship.

5. Conclusion

In the process of educational policy system reform, education plays a fundamental, leading and overall role. As a brand-new educational concept and form, IEE is the product of the era of knowledge economy. IEE can effectively combine professional education, IEE and innovative education. In order to help college students carry out innovation and entrepreneurship, the school takes measures to improve the quality of college students' entrepreneurial practice activities, and innovates the teaching mode to improve their self-confidence in innovation and entrepreneurship and establish their innovative consciousness. Universities can't carry out the reform overnight. While maintaining their own specialties, they should guide students to carry out academic and technological innovation and constantly strengthen IEE, so as to provide more and better ways for college students' employment and enhance their employment competitiveness.

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