

Research on the Construction of Practice Base in Private Universities under the Background of Entrepreneurship and Innovation

-- Take Zhejiang Yuexiu University of Foreign Languages as an Example

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Abstract: With the country's emphasis on education and continuous reform of education, all kinds of colleges and universities have a clearer understanding of the goal of talent training. Innovation and entrepreneurship education is developed together with social and economic development and scientific progress, and the construction of practice base is an important way to cultivate talents of innovation and entrepreneurship education professionals. Colleges and universities should not only strengthen the cultivation of students' professional knowledge, but also focus on improving students' practical skills. Among them, the construction of practice base is an important link in practice teaching, which is of great significance to improve students' practical skills. Therefore, many colleges and universities have raised the requirements for the construction of practice bases. Taking Zhejiang Yuexiu University of Foreign Languages as an example, this paper analyzes and reflects on the existing problems in the construction of the practice base of private colleges and universities, thinks about the new problems in the later development process, and carries out a brief study on how to strengthen the construction of the practice base of private colleges and universities and improve the quality of practical teaching.

Keywords: Innovation and Entrepreneurship; Employment; Practice Base; Practical Teaching.

1. Introduction

At present, the internship and employment of college students has been a hot topic of social concern, especially in the post-epidemic era. One of the important reasons for the difficulty of college students' employment is that the professional knowledge they have learned is inconsistent with the needs of social enterprises. Therefore, the talent training mode of colleges and universities urgently needs to be reformed. In the process of "mass innovation" talent training, the latest ideas, knowledge and skills should be introduced into education to help students master professional knowledge, improve entrepreneurial ability, and develop continuous innovation awareness and thinking [1]. Under the background of "mass innovation and innovation" talent cultivation, the construction of off-campus internship base just builds a cooperation platform between universities, students and enterprises, provides opportunities for students to exercise practical ability and improve innovation and entrepreneurship ability, and provides support for students' future career development. This is conducive to the cultivation of students' real talent, improve the comprehensive quality of students, improve the teaching quality and teaching effect, improve the quality of personnel training, and promote the employment of college students. This paper mainly aims at the problems of "heavy quantity, light quality" in the construction of off-campus practice bases in private colleges and universities, low utilization rate, insufficient investment in school-enterprise cooperation, and lack of "double-qualified" teachers. Problems such as the lack of function of off-campus practice base are put forward, such as increasing investment in the construction of off-campus practice base, establishing long-term and stable cooperative relations with high-quality cooperation units, strengthening

the construction of off-campus practice base guiding teachers, and implementing scientific management of the operation process of the practice base.

2. The Importance of Practice Base Construction

2.1. Definition of Off-campus Practice Base

Off-campus practice base refers to the practice base jointly built by colleges and universities, secondary vocational schools and enterprises and institutions. It is a practical teaching place where schools and enterprises cooperate in running schools to promote students' learning environment from school to actual workplace, make full use of the production and management resources of enterprises, and focus on cultivating students' professional skills and professional quality. Off-campus practice is an important part of college students' practical teaching, which mainly includes cognitive practice (visiting practice), professional practice (production practice, sketching, etc.) and graduation practice, with clear teaching plans and implementation programs. It is not only required that the internship position in the enterprise is closely related to the major of the student, but also that teachers from the school and the enterprise should jointly guide the whole process and be responsible for the formulation, implementation and assessment of the internship plan. The purpose of internship is to hope that students can understand the society, contact the production reality, acquire and master the relevant knowledge of the production site, which plays an important role in cultivating students' practical application ability, motivating students' dedication and innovation spirit, and enhancing students' sense of labor and social responsibility.

2.2. The Construction of Practice Base is an Important Starting Point of Practice Teaching

Off-campus practice is an important part of practical teaching, which can connect students' theoretical knowledge with social practice closely and improve their practical application ability [2]. Colleges and universities combine the training characteristics of students of each major, through school-enterprise cooperation, build practice bases, and carry out various forms of practice activities such as visiting, studying and practicing in practice bases, so that students can have a more intuitive understanding and understanding of the characteristics and development prospects of the major. Accumulate practical experience in real posts, stimulate students' learning interest and enthusiasm, and achieve the purpose of practical teaching. In this way, students can comprehensively cultivate their practical ability, innovation and entrepreneurship awareness, analysis and problem-solving ability, teamwork ability, etc., improve their professional knowledge structure, organically combine theoretical knowledge with work practice, so as to test learning results and improve employment competitiveness.

2.3. The Construction of Practice Base is an Effective Way for Industry-University-Research Cooperation to Win

Through the construction of the practice base, a platform for mutual cooperation between schools, teachers and students and enterprises has been built, which is conducive to promoting the "industry-university-research" cooperation between schools and enterprises. First of all, the internship base provides students with a place for practice, an effective combination of major and practice, and also provides students with a good choice of opportunities for later employment. Second, this platform can realize the exchange of talents between schools and enterprises, and jointly carry out scientific research, which is not only conducive to the promotion of technological progress and management level of enterprises, but also conducive to the output of scientific research achievements of school teachers. Finally, students go to the base for internship, and enterprises can prioritize the selection of outstanding talents through internship performance, forming a virtuous circle of multi-win.

3. The Management Mode of Practice Base Construction

At present, the school implements two levels of management. The construction and management of the practice base adopt the mode of two-level management of the school and the college. The school is responsible for coordinating the construction of the base and formulating relevant management measures. The school implements the construction and management of the practice base in accordance with the discipline and specialty construction planning and curriculum standards, including the formulation of the practice teaching syllabus, the compilation of the practice instruction, the arrangement of the practice teaching tasks, the appointment of on-site instructors, the security of students' practice and the assessment and evaluation of the practice teaching.

Implement the base person in charge system. The relevant (department) shall designate a special person to maintain

contact with the relevant personnel of the practice base. Each school department (department) shall submit to the Academic Affairs Office the list of persons in charge (contact person) of each off-campus practice base and relevant information. If the person in charge (contact person) changes, the new list and relevant information shall be reported in time to ensure the smooth cooperation between the two parties. In the middle of June every year, each college shall solicit the number of internship majors and internship students from the co-construction unit of the practice base contacted by it, and report to the Academic Affairs Office for the record, and organize and arrange the internship of our students.

The head of the department shall formulate specific suggestions on off-campus practice teaching arrangements according to the personnel training program and cooperation agreement, and organize the implementation after reaching a consensus with the cooperative units. The department shall send the students' specific internship and training plans and requirements to the internship and training unit two weeks in advance, negotiate with the practice unit, select the internship and training instructor from the enterprise, and study the specific matters for the implementation of the internship and training plan. Before the start of the practice training, the department should organize the mobilization and training of the students' practice training, and sign the "Practice Safety Responsibility Letter". If the internship is dispersed, the internship tasks of the students should be arranged; Those who practice intensively can go to the practice base and organize training for students together with the practice and training units.

The instructor and students should complete the practical teaching tasks according to the requirements of the internship and practical training outline and plan. The students who participate in the practical training should submit the internship report, and the students who participate in the internship should complete the corresponding internship report and internship appraisal form. The instructor evaluates the students' results according to their comprehensive performance in practical training or internship, and files them after approval by the department and the secondary school.

4. Existing Problems

In recent years, with the increasing emphasis on practical teaching, the support from all aspects is also increasing. The practice base management system of our school has been continuously improved, and the process management has been constantly updated and reformed, and the overall development has shown a good trend. However, there are still problems of "heavy quantity, light quality", low utilization rate, lack of "double teachers", low enthusiasm of teachers, single function of off-campus practice base, single function of practice base, and low enthusiasm of enterprises to participate.

4.1. "Heavy Quantity, Light Quality", The Base Utilization Rate is not High

Every year, schools should count the number of practice bases, and many schools also take the number of off-campus practice bases as an important indicator of performance evaluation. However, with the requirement of quantity, in order to meet the standard, each secondary college blindly pursues quantity and blindly looks for enterprises to sign cooperation agreements, but often ignores the inspection of the quality of the base and lacks effective process

management supervision. This will lead to the cooperation between the school and the practice base becoming very loose, and even lead to the students' practice becoming a mere formality, failing to achieve the expected effect of the internship and affecting the quality of the internship.

Secondly, base utilization is not high. Many bases only stay at the stage of signing the agreement, and do not carry out rich practical activities to play a good role of the base. At the graduate symposium, students' satisfaction with the school's internship base was not high. Many students reflect that professional internship and graduation internship units are to find themselves, basically have not been to the internship base of school cooperation, and know little about the internship base of school cooperation.

4.2. Lack of "Double-Qualified" Teachers and Low Participation Enthusiasm of Teachers

Most teachers in colleges and universities mainly focus on theoretical teaching and scientific research tasks, and lack professional teachers in carrying out innovative practical education. On the one hand, the assessment system of colleges and universities tends to focus on scientific research results and classroom teaching, and practical teaching is marginalized by comparison, resulting in low enthusiasm of teachers to participate in practical teaching [3]. On the other hand, due to the strong operability of off-campus practice, school practice instructors are required to have not only a high professional level, but also a strong practical experience. But at present, although many college teachers have high professional level and strong academic research ability, they have no practical work experience in enterprises and can not give students professional practical guidance.

There is an obvious shortage of "double-qualified" teachers in colleges and universities, which makes the teachers in colleges and universities can only play the role of leading teachers when arranging students' off-campus practice, responsible for attendance, assessment and other daily management work. Teachers are not involved enough in the guidance of students' professional practice. Secondly, college teachers do not have a thorough understanding of the general situation of the school base and the specific situation of the practice base of the secondary college in which they are located. This also leads to the lack of in-depth communication and close contact between the school instructor and the base instructor. Unprofessional, do not understand, do not participate, these factors not only affect the participation of teachers, but also greatly reduce the quality of the internship, the role of the base can not be fully played.

4.3. The Practice Base has a Single Function, and the Enterprise's Participation Enthusiasm is not High

First of all, as the main body of social economy, enterprises put economic benefits in the first place. However, under normal circumstances, the school-enterprise cooperation internship base will not bring rapid and obvious benefits to the enterprise. On the contrary, the continuous acceptance of internship students will also bring about an increase in operating costs to a certain extent.

Secondly, the participation of many off-campus internship base enterprises is not high, generally in accordance with the internship plan formulated by the school to cooperate with the completion of students' internship tasks. At the same time, students going to off-campus practice bases for practice will

also bring certain security risks, which requires enterprises to take risks and spend energy on unified management, increasing the workload and burden of some enterprise staff. These factors will lead to the off-campus internship base only becoming a receiving student internship, but in fact, the school-enterprise cooperation is not deep, and the enthusiasm and initiative of enterprises are not high.

5. Suggestions and Countermeasures

5.1. Set up an Exit Mechanism to Ensure the Quality and Utilization Rate of the Internship Base

First of all, universities should do a strict quality control on enterprises that build internship bases. The supporting unit of the practice base must operate normally, have the enthusiasm to cooperate with the school for a long time, have the enthusiasm to participate in the practice teaching, and have the willingness to undertake the practice teaching task. Secondly, they have the ability to accept practice teaching, have the conditions of learning, life, health and labor protection required by students' practice, and have a certain number of instructors with high professional and technical level and rich experience in teaching field. On the basis of full investigation and demonstration, a group of practice units with outstanding characteristics, obvious advantages and strong technical strength are selected to establish a stable practice teaching base.

Secondly, establish a phase-out and exit mechanism. After signing the cooperation agreement between the school and the practice unit, the school will regularly conduct comprehensive operational considerations. If the practice unit has not accepted the students of our school for internship or employment, and has not implemented any teaching tasks, it will be deemed unqualified and will automatically withdraw from the list of off-campus practice bases. Lastly, establish an evaluation reward system. The school regularly organizes and carries out the selection of outstanding off-campus practice bases and outstanding base leaders. Additional funding will be given to the university-level excellent off-campus practice base, and the colleges and individuals with outstanding achievements in the construction of the practice base will be commended.

5.2. Strengthen the Construction of "Double-Qualified" Teacher

Universities should adopt the way of "going out and inviting in" to strengthen the construction of "double-qualified" teachers. First of all, teachers in the school should "go out", encourage teachers to enter the practice base to exercise, accumulate practical experience, and improve practical ability. In addition, colleges and universities invite enterprise personnel into the school to carry out some career choice, career guidance courses and lectures. Finally, colleges and universities can establish a professional team of practice teaching teachers. The team is jointly formed by school teachers and professional and technical personnel and management personnel with rich practical experience in co-construction units. Effective measures should be taken to promote the mutual communication of guiding teachers, participate in the practice teaching process together, and constantly improve the overall level of the practice teaching teachers. On the one hand, improve the practical ability of school teachers. On the other hand, improving the theoretical

level of the instructors in the practice base and making them familiar with the teaching characteristics of colleges and universities is conducive to improving the effect of practice guidance.

5.3. Play the Role of Practice Base in Many Aspects to Maximize its Benefit

After the establishment of the practice base, it should not only serve as a mere venue for student internships, but also explore additional functionalities. Firstly, leverage the expertise and scientific research resources of university faculty to facilitate information sharing with enterprises, fostering collaborative research efforts that enhance the internship base's R&D capabilities and management standards. This collaboration should extend to sharing output results and establishing a sustainable industry-university-research cooperation mechanism. Secondly, early student internships enable enterprises to assess students' diverse abilities in advance, facilitating talent selection aligned with enterprise needs. In the long run, these internship students serve as a talent reserve pool. Thirdly, establish an open and collaborative mechanism whereby off-campus practice bases not only fulfill internship teaching responsibilities for counterpart colleges but also welcome students from other institutions within capacity limits to promote resource sharing. Lastly, constructing a practice base is not a unilateral endeavor; rather it involves mutually beneficial cooperation among schools, practice bases, and students—a platform for win-win partnerships.

6. Conclusion

Under the background of "mass innovation and entrepreneurship" in the new era, the number of college

students is large, but there are relatively few high-quality enterprises that can provide internship bases and internship positions, which cannot meet the internship needs of college students. In recent years, in order to meet the needs of talent training and student employment, colleges and universities have increased the construction of off-campus practice bases and invested more energy, manpower and material resources. However, there is still a large distance between the quality and effect of the practice base and the expectation. The construction of college internship bases needs to continue to advance with The Times, innovate and reform, take the market as the orientation, start from the needs of students, take resource sharing, cooperative education and win-win development as the goal, and further improve the operating mechanism of the bases.

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