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The Construction of the Teaching Staff of Innovation and Entrepreneurship Education in Finance and Economics under the "New Economic Management" Strategy

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Abstract: Innovation and entrepreneurship education is an important measure for the country to implement the innovation driven development strategy and promote education reform, and the key to innovation and entrepreneurship education is the teaching staff. The strategy of "new economy and management" puts forward higher requirements for the training of financial professionals, as well as the training of compound talents to adapt to the development of the new era. In the face of the outdated concept of innovation and entrepreneurship education teachers, the scarcity of professional teachers, the single structure, the imperfect management system, and the unreasonable assessment mechanism, this paper, according to the requirements of the "new economic management" strategy for talent training, explores the path of the construction of innovation and entrepreneurship education teachers in finance and economics from many aspects, such as establishing the correct education concept of teachers, expanding the teaching staff, establishing special management institutions, and improving the assessment mechanism, With a view to promoting the development of innovation and entrepreneurship education in colleges and universities.

Keywords: New economic management; Major in finance and economics; Innovation and entrepreneurship; Teaching staff.

1. Introduction

Innovation and entrepreneurship education have become a new breakthrough in the development of quality education in the new era and a new exploration of the talent training model in colleges and universities. In 2010, the Opinions of the Ministry of Education on Vigorously Promoting Innovation and Entrepreneurship Education in Colleges and Universities and the Work of College Students' Self-employment clearly proposed that we should attach importance to innovation and entrepreneurship education in colleges and universities and strengthen the construction of innovation and entrepreneurship education teachers. In 2021, the Guiding Opinions of the General Office of the State Council on Further Supporting College Students' Innovation and Entrepreneurship pointed out that we should implement the special talent plan for off campus mentors of mass entrepreneurship and innovation in colleges and universities, support the construction of a number of mass entrepreneurship and innovation mentors training bases, and establish a sound innovation and entrepreneurship education system in colleges and universities. In 2022, the report of the 20th National Congress of the Communist Party of China further highlighted the strategic positioning of education, science and technology, and talents in the overall modernization drive, pointing out that we should deeply implement the strategy of rejuvenating the country through science and education, the strategy of strengthening the country through talents, and the innovation driven development strategy. Under the guidance of a series of policies promoted by the state, Anhui University of Finance and Economics put forward the "new economic management" strategy for the first time in 2018 to adapt to the new situation of educational reform and development and the new requirements of economic and social development. The "new economy and management" strategy proposed by the school is to meet the needs of the new situation of the new generation of information technology, such as "Internet plus", cloud computing, big data, artificial intelligence, and the in-depth integration of economic society, education and teaching. It is also the need to embrace the new era, practice new missions, seize new opportunities, and achieve new advantages. According to the requirements of the Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching and Improving the Quality of Talent Training in an All-round Way, the strategy of "New Economy and Management" focuses on the construction of the teaching staff as a strategic priority, firmly grasping the "main force" of the teaching staff, constantly meeting the growing demand for high-quality education and teaching resources of students, promoting the all-round growth of students, and providing innovative and application-oriented talents for social development. However, at present, the innovation ability and entrepreneurship level of the teaching staff of innovation and entrepreneurship education for finance and economics majors in China are not strong, and the construction of the teaching staff cannot meet the requirements of innovation and entrepreneurship education under the "new economic management" strategy. Therefore, it is urgent to reform the construction of innovation and entrepreneurship education teachers in finance and economics.

With the arrival of the era of knowledge economy, innovation and entrepreneurship play an increasingly significant supporting role in the process of social and economic development, which has attracted the attention of scholars at home and abroad. Through combing the relevant literature at home and abroad, the existing research results are summarized into the following two aspects: (1) Research on innovation and entrepreneurship education. Timmons

believes that innovation and entrepreneurship are necessary for high-quality entrepreneurs, and innovation and entrepreneurship education is just to cultivate high-quality innovation spirit. Kathrin Bischoff et al. studied the relationship between stakeholders in the innovation and entrepreneurship education ecosystem and believed that a stable interest relationship is the key to innovation and entrepreneurship education. Li Mangen and others believed that China's innovation and entrepreneurship education started late, stayed at the theoretical level only, and talent training was derailed from social needs. Li Jiaojiao and others believed that the effective way to solve the employment problem of college students is to carry out innovation and entrepreneurship education in colleges and universities and support and encourage college students to start businesses. Wang Zhiqiang believes that innovation and entrepreneurship education is an educational demand under the background of the new era, and innovation and entrepreneurship education in colleges and universities is conducive to cultivating the comprehensive quality of students. (2) Research on the construction of innovation and entrepreneurship education teachers. Donald F. Kuratko proposed to establish a teaching team with both theoretical knowledge and practical experience. Daniele Morselli believes that innovation and entrepreneurship education teachers should have entrepreneurial spirit and industry work experience. Jiang Deqin believes that the construction of teachers is the key to innovation and entrepreneurship education. Qiu Xiangying believes that the construction of teaching staff is a limiting factor for the further development of innovation and entrepreneurship education, and colleges and universities need to optimize and improve the planning of professional teacher construction [10]. Huang Debin believes that colleges and universities should strengthen the construction of innovation and entrepreneurship education teachers and build a compound team of school enterprise cooperation [11].

To sum up, scholars at home and abroad have conducted extensive research on innovation and entrepreneurship education and the construction of teaching staff, and have made relatively rich achievements. However, there are few systematic studies on innovation and entrepreneurship education for financial and economic majors, and even less on the construction of innovation and entrepreneurship education teaching staff under the "new economic management" strategy. Therefore, based on the "new economy and management" strategy, this paper conducts a systematic study on the construction of innovation and entrepreneurship education teachers in finance and economics majors, and discusses the path of the construction of innovation and entrepreneurship education teachers in finance and economics majors, so as to promote the high-quality development of innovation and entrepreneurship education.

2. Necessity of Building a Teaching Staff for Innovation and Entrepreneurship Education in Finance and Economics

The innovation and entrepreneurship education reform in colleges and universities is an urgent need for the country to implement the innovation driven development strategy, and the construction of teachers is a key link in the innovation and entrepreneurship education system in colleges and universities. Innovation and entrepreneurship education involve many disciplines, including theory and practice. It is an education focusing on cultivating students' entrepreneurial awareness, innovation spirit and innovation ability. As the main body of innovation and entrepreneurship education in colleges and universities, teachers have a direct impact on the implementation effect of innovation and entrepreneurship education. Under the strategy of "new economy and management", the innovation and entrepreneurship education of finance and economics majors focuses on improving the quality of talent training, focusing on the reconstruction of the existing economy and management majors according to the requirements of new economic development and new technology development, and training "new economy and management" talents who master and apply information technology and have both grammar and art literacy. Teachers play an important supporting role in the new path of professional upgrading. Innovation and entrepreneurship education is different from the traditional curriculum education. Innovation and entrepreneurship education need a series of rich teaching activities to integrate the theory and practice of innovation and entrepreneurship, so as to achieve the best effect of innovation and entrepreneurship education. This requires teachers to reasonably design the curriculum and guide students through their own theoretical knowledge and practical experience of innovation and entrepreneurship.

The teaching staff of innovation and entrepreneurship education is the core force to promote the in-depth development of innovation and entrepreneurship education, and the fundamental guarantee to improve the training quality of financial professionals. Building a contingent of teachers for innovation and entrepreneurship education is an important measure to deepen the supply side reform of higher education. It can provide students with scientific and reasonable entrepreneurial guidance, help alleviate China's structural employment contradictions, cultivate innovative talents matching market demand, and achieve the effective integration of the supply side of school talent training and the demand side of regional and industrial economic and social development. Teachers' innovation and entrepreneurship education for college students is not only the teaching of theoretical knowledge, but also includes guiding students to establish a correct outlook on employment, career selection and entrepreneurship, so as to comprehensively improve the quality of student talent training. At the same time, as front-line personnel of innovation and entrepreneurship education, teachers are researchers and practitioners of innovation and entrepreneurship education theory, and have a deep understanding of the development status and future development trend of innovation and entrepreneurship education. An excellent team of teachers can help colleges and universities effectively grasp the role and strength of the development of innovation and entrepreneurship education, clarify the development path of innovation and entrepreneurship education, so as to achieve the best effect of innovation and entrepreneurship education.

Having a high-level team of teachers for innovation and entrepreneurship education is conducive to the in-depth promotion of the "New Economy and Management" strategy, the comprehensive training of students' knowledge, ability and quality, and the overall improvement of talent training quality. Therefore, it is necessary to strengthen the construction of the teaching staff of innovation and entrepreneurship education in finance and economics majors.

3. The current situation and problems of the Construction of Innovative and Entrepreneurial Education Teachers in Finance and Economics

In recent years, the construction of innovation and entrepreneurship education teachers for finance and economics majors in China has achieved initial success, but there are still many factors restricting the construction of innovation and entrepreneurship education teachers, which is difficult to meet the requirements of innovation and entrepreneurship education for the construction of teachers.

3.1. The concept of teacher education is outdated, and the recognition of innovation and entrepreneurship education is not high

Innovation and entrepreneurship education is a new educational concept and an organic integration of entrepreneurship education and innovation education. The purpose of innovation and entrepreneurship education is to cultivate the innovation spirit and entrepreneurship ability of students majoring in finance and economics. However, many professional teachers do not have the awareness of innovation and entrepreneurship, the education concept is outdated, and there are misconceptions about innovation and entrepreneurship education. They still carry out innovation and entrepreneurship teaching according to traditional education concepts and methods. In China, most teachers believe that innovation and entrepreneurship education is only for students who want to start their own businesses, but most students will not choose to start their own businesses, so it is unnecessary to carry out innovation and entrepreneurship education for all students. Many teachers also question the integration of innovation and entrepreneurship education into professional education. They have low recognition of innovation and entrepreneurship education. They are very casual in the selection of teaching materials and curriculum design. They just follow the book in class and cannot teach students in accordance with their aptitude, which cannot meet the requirements of the "new economic management" strategy for talent training and reconstruction.

3.2. The number of professional teachers is seriously insufficient and the structure of teachers is single

Due to the late start of innovation and entrepreneurship education in China, most of the innovation and entrepreneurship education is held by counselors and professional teachers, and the number of professional innovation and entrepreneurship education teachers is scarce. In 2021, there will be nearly 35000 full-time teachers of innovation and entrepreneurship education in colleges and universities across the country, while the number of college students will be 44.3 million, of which students majoring in finance and economics will account for nearly 20%. It can be seen that the number of college students majoring in finance and economics and the proportion of full-time teachers of innovation and entrepreneurship education in school are far from meeting the requirements of the "new economy and management" strategy for teachers. Innovation and entrepreneurship education involve interdisciplinary integration, and innovation and entrepreneurship are complex social activities. However, most of the teachers engaged in innovation and entrepreneurship education are part-time teachers in schools. There are few entrepreneurs from society or enterprises. The structure of the teaching staff is single. The part-time teachers in the school were not born in the innovation and entrepreneurship education class, and they did not have any work experience related to innovation and entrepreneurship. Although the part-time teachers of the school have a high degree and rich theoretical knowledge, they have no entrepreneurial experience and no enterprise work experience. This has led to the fact that innovation and entrepreneurship education has always remained at the theoretical level, which is difficult to connect with reality, and the trained talents are seriously disconnected from the social needs, which cannot meet the requirements of the "new economy and management" strategy to cultivate "interdisciplinary and professional integration" talents, which is not conducive to the training of financial professionals.

3.3. The development of innovation and entrepreneurship education is not standardized, and the education management system is not perfect

The innovation and entrepreneurship education in Chinese universities is mainly a "employment oriented" teaching model, which includes career planning, innovation and entrepreneurship theory, entrepreneurship competitions, etc. In the process of combining innovation and entrepreneurship education with financial professional education, colleges and universities introduced practice courses and innovation and entrepreneurship related competitions, and also held education lectures around innovation and entrepreneurship related events. Although the forms of innovation and entrepreneurship education in colleges and universities have been greatly enriched, most of them are carried out in a decentralized and nonsystematic way, lacking a professional innovation and entrepreneurship education system and being systematic and scientific, leading to fragmentation of students' learning. In addition, most colleges and universities do not set up special institutions to carry out innovation and entrepreneurship education, lack professional innovation and entrepreneurship education teachers, and do not have a strict management mechanism to train and supervise teachers' teaching activities. It is difficult to guarantee the quality of innovation and entrepreneurship education and cannot achieve the goal of "eliminating water courses and creating golden courses" of the "new economic management" strategy. Some colleges and universities have also set up special "innovation and entrepreneurship colleges", but they do not have full-time teachers to engage in innovation and entrepreneurship education and innovation and entrepreneurship education management. The management responsibilities of the "innovation and entrepreneurship colleges" departments are not clear, and they cannot achieve systematic and standardized management, which cannot meet the requirements of the "new economic management" strategy on the management ability of financial and economic majors. There is no clear mechanism for the appointment, training and management of innovation and entrepreneurship education teachers, and the teaching staff of innovation and entrepreneurship education is confused, which affects the implementation effect of innovation and entrepreneurship education.

3.4. The teacher assessment mechanism is unreasonable, and it is difficult to stimulate teachers' enthusiasm for innovation and entrepreneurship education

Because the evaluation system and evaluation conditions in colleges and universities focus on scientific research, college teachers have certain pressure on teaching and scientific research, and it is difficult to have the energy to carry out innovation and entrepreneurship education. Moreover, the assessment mechanism of teachers is often not linked to the results of innovation and entrepreneurship education, which is difficult to arouse the enthusiasm of college teachers to engage in innovation and entrepreneurship education. Although some teachers of finance and economics majors have been engaged in innovation and entrepreneurship education, due to the extremely low proportion of innovation and entrepreneurship education teaching achievements in the school's assessment system, and even the failure to incorporate innovation and entrepreneurship education achievements into the assessment mechanism, the focus of teachers' work is still scientific research, with less investment in innovation and entrepreneurship education. According to the existing assessment mechanism, teachers' contributions to innovation and entrepreneurship education are not in direct proportion to their returns, and their contributions are far greater than their returns. Most of the school's reward mechanisms are for teachers with excellent scientific research achievements, and there is little or no reward for teachers with excellent innovation and entrepreneurship education achievements. Such an assessment mechanism has seriously hit the enthusiasm of teachers to engage in innovation and entrepreneurship education, unable to play the role of teachers in supporting the "new economic management" strategy, and the development of innovation and entrepreneurship education has been greatly hindered.

4. Countermeasures for the Construction of Innovation and Entrepreneurship Education Teachers in Finance and Economics

Innovation and entrepreneurship education is to adapt to the new needs of the development of innovation and entrepreneurship practice in the new era, and a high-level teaching team is crucial to the innovation and entrepreneurship education of college students. Through the analysis of the current situation of the construction of the teaching staff of finance and economics majors, it is found that the construction of the teaching staff of innovation and entrepreneurship education still faces many difficulties. In order to meet the requirements of the "new economic management" strategy for the training of financial professionals, and to solve the practical dilemma of the construction of innovation and entrepreneurship education teachers, this paper proposes the following countermeasures for the construction of innovation and entrepreneurship education teachers of financial professionals.

4.1. Establish teachers' correct educational concept and improve teaching quality

The current educational concept of college teachers is backward, which does not meet the requirements of the "new economic management" strategy to cultivate financial professionals, and seriously hinders the development of innovation and entrepreneurship education. Innovation and entrepreneurship education is to meet the needs of the reform trend of higher education, and is an extension of talent training and a supplement to professional education, rather than amateur education. Teachers need to strengthen their understanding of innovation and entrepreneurship education and overcome traditional prejudice. Colleges and universities should actively carry out publicity activities on innovation and entrepreneurship education, commend teachers who have made outstanding achievements in innovation and entrepreneurship education, so as to improve teachers' recognition of innovation and entrepreneurship education, establish correct education concepts, and create a good education atmosphere. Innovation and entrepreneurship education focus on cultivating students' creativity. Teachers should adhere to the principle of "student-centered", focus on cultivating innovative talents, break through the previous fixed teaching model, abandon the crammed education method of following the script, combine the characteristics of finance and economics, integrate professional education with innovation and entrepreneurship education, build a new classroom teaching model, and improve the teaching quality, Meet the reconstruction requirements of the talent training mode of the "New Economic Management" strategy.

4.2. Expand the teaching staff and optimize the structure of teachers

The serious shortage of teachers for innovation and entrepreneurship education is a major problem in the development of innovation and entrepreneurship education for finance and economics majors. Colleges and universities should make clear the goal of building a team of teachers for innovation and entrepreneurship education, and systematically build a high-level team of teachers for innovation and entrepreneurship education. In addition, the practicality and interdisciplinary characteristics of innovation and entrepreneurship education require teachers to have both theoretical knowledge and entrepreneurial practical experience. Therefore, the construction of the teaching staff should adhere to the construction principle of "combination between inside and outside the school". First of all, colleges and universities should fully integrate high-quality teachers in the school, select a group of teachers with professional foundation from various majors and devote themselves to innovation and entrepreneurship education, and build a full-time teacher team. At the same time, teachers in schools are encouraged to carry out independent entrepreneurial activities outside, understand the needs of society for innovative talents from practice, and improve teachers' comprehensive practical ability. Secondly, considering the practicality of innovation and entrepreneurship education, colleges and universities should introduce innovative and entrepreneurial professionals from outside the school, actively hire successful entrepreneurs and outstanding entrepreneurs with entrepreneurial experience and enterprise practice experience outside the school to enrich the innovation and entrepreneurship education faculty and optimize the faculty structure. In addition, the school should regularly carry out innovation and entrepreneurship education teacher training, encourage teachers to learn and exchange in excellent enterprises, and hold education and teaching experience

exchange activities between schools and enterprises.

4.3. Establish a special management organization and improve the education management system

At present, the management system of finance and economics majors is not perfect, and the management of teaching staff is chaotic, which restricts the development of innovation and entrepreneurship education. The establishment of management institutions can help colleges and universities systematically carry out innovation and entrepreneurship education, comprehensively promote innovation and entrepreneurship education, and make the "new economic management" strategy more quickly and better implemented. The management organization is especially responsible for the teaching of innovation and entrepreneurship education, establishing the management system of innovation and entrepreneurship education teachers, and establishing a leading group to be responsible for the appointment and training management of innovation and entrepreneurship education teachers. In addition, the management organization has formulated a series of supporting management systems by interpreting national policies and combining the advantages of finance and economics majors, and planned the key points of innovation and entrepreneurship education teacher team construction as a whole.

4.4. Improve the assessment mechanism and stimulate teachers' enthusiasm

Through the establishment of a scientific and reasonable assessment mechanism, colleges and universities can promote the long-term development of the construction of the teaching staff. When colleges and universities assess teachers of finance and economics majors, they should include the achievements of innovation and entrepreneurship education into the assessment indicators, and set certain rules for awarding outstanding achievements of innovation and entrepreneurship education, so as to fully stimulate teachers' enthusiasm and initiative in innovation and entrepreneurship education; For teachers specialized in innovation and entrepreneurship education, an independent assessment mechanism should be developed. First, teachers' work achievements in innovation and entrepreneurship education should be considered, such as innovation and entrepreneurship teaching achievements, research on innovation and entrepreneurship projects, guidance of discipline competitions, etc. Teachers who have achieved excellent teaching achievements should be rewarded with salary. The assessment and evaluation of teachers should not be limited to the evaluation of teachers and students on campus, but should focus on the employment and entrepreneurship of graduates guided by teachers, and should also increase enterprise evaluation to assess teachers' innovation and entrepreneurship education ability in an all-round way.

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