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Problems and Improvement Measures of the Undergraduate Innovation and Entrepreneurship Training Program

-- Taking Zhejiang Yuexiu University of Foreign Languages as an example

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Abstract: In the Party's 20 National Congress reports, "innovation" appeared 55 times, covering politics, economy, culture, education and other aspects. The fifth part, "Implementing the strategy of rejuvenating the Country through science and Education and strengthening the talent support for modernization", mentions innovation for 21 times. It can be said that "innovation" has become the main melody and the strongest sound of today's times. College students' innovation and entrepreneurship training program is an important carrier to deepen the reform of innovation and entrepreneurship education in colleges and universities. In this paper, taking Zhejiang Yuexiu University of Foreign Languages as an example, the investigation and analysis found that there are some problems in the implementation of college students' innovation and entrepreneurship training plan, such as students' innovation and entrepreneurship awareness to be improved, project innovation to be enhanced, the professionalism of the tutor team to be improved, and the achievement evaluation system to be improved. In response to these problems, the author proposed corresponding suggestions and countermeasures. To constantly improve the "Big innovation" plan management system, improve the quality of the project.

Keywords: Undergraduate Innovation and Entrepreneurship Training Program; Implementation; Countermeasures.

1. Introduction

The foundation of the strategy of strengthening China by talents lies in the cultivation of innovative talents. The report to the 20th National Congress of the Communist Party of China pointed out that "we must ensure that science and technology are the primary productive forces, human resources are the primary resources, innovation is the primary driving force, and thoroughly implement the strategies of rejuvenating the country through science and education, strengthening the country through human resources, and innovation-driven development."

In order to cultivate the innovative ability of application-oriented undergraduate students and carry out the spirit of the National Education Conference and the National College Undergraduate Education Work Conference in the New Era, Zhejiang Yuexiu University of Foreign Languages has been focusing on innovation and entrepreneurship education in recent years, actively encouraging students to start their own businesses, constantly deepening the teaching reform of higher education, and cultivating students' innovative spirit and practical ability. On July 1, 2013, the university was approved as the second batch of national college student Innovation and Entrepreneurship training program schools. Through the continuous accumulation of these years, the construction of innovation and entrepreneurship education curriculum system has been strengthened, the reform of personnel training mode has been deepened, and the training system of innovation and entrepreneurship for college students has been continuously improved. We have a good infrastructure and safeguard measures for carrying out the national innovation and entrepreneurship training program for college students. However, it still needs to be more standardized and mature in the aspects of project quality, implementation conditions and construction of innovation and entrepreneurship teaching staff.

2. The connotation and importance of undergraduate innovation and entrepreneurship training program

College Students' Innovation and Entrepreneurship training program is a national college students' innovation and entrepreneurship training program decided by the Ministry of Education during the 12th Five-Year Plan period. Through the implementation of the national College Students' innovation and entrepreneurship training program, colleges and universities are promoted to change their educational ideas, reform the personnel training mode, and strengthen the training of innovation and entrepreneurship ability. We will strengthen the innovative ability of college students and their entrepreneurial ability on the basis of innovation, and cultivate high-level innovative talents who meet the needs of building an innovative country.

The plan is mainly divided into three parts: innovation training project, entrepreneurship training project and entrepreneurship practice project. Innovation training project refers to that college students independently complete the design, preparation, implementation and outcome writing of innovative projects under the guidance of their mentors. Entrepreneurship training program refers to a business project plan, play a role in the implementation of the project, simulate the project practice and enterprise operation. Entrepreneurship practice project is to discover new products and services in the current market under the guidance of the tutor, and carry out innovative practice activities on the basis of the previous innovation practice, so as to form a new industrial structure with market prospects and improve the

students' own innovation and entrepreneurship ability.

The program takes the project as the carrier, the plan as the breakthrough point, and the innovative learning of students as the center. It enables students to improve their innovative ability in the process of completing the project, and cultivate their entrepreneurial ability on the basis of innovation, so as to improve their innovative and entrepreneurial ability and lay a good foundation for their future development. First of all, it is beneficial to cultivate students' innovative thinking. Innovative thinking is the soul of college students engaged in innovative and entrepreneurial activities. Without the guidance and support of innovative thinking, it is difficult for innovative and entrepreneurial activities to adhere to the right direction for a long time and achieve achievements. The implementation of the "Big Innovation" plan gives students the opportunity to have access to scientific research projects. In the process of completing the "Big Innovation" plan, students should first consult literature, investigate and confirm the rationality of the topic selection, and then complete the project proposal. In the process of implementation, they should overcome difficulties constantly and cultivate the ability to think and solve problems independently. Form the research report. The whole implementation process breaks through the original teaching mode, and is more about autonomy, discussion and reversal, which greatly exercises and improves the creativity of students' thinking.

Secondly, it is helpful to cultivate students' practical ability of innovation and entrepreneurship. During the construction of the project, students can apply a large number of knowledge outside the professional courses, interdisciplinary thinking and analysis of practical problems, a higher degree of combination of theory and practice, to apply what they have learned. The practical process not only requires theoretical knowledge, but also involves a large number of hands-on and resource coordination links. While completing the project plan, I have exercised my hands-on ability, as well as cultivated my teamwork and communication skills. For projects with promising development prospects and suitable for implementation, students can transform and promote results with the assistance of schools and teachers. This process is of great significance for cultivating a new generation of composite management talents with innovative and entrepreneurial ability and entrepreneurial thinking.

Therefore, in the process of construction, the university should realize the importance of the implementation of undergraduate innovation and entrepreneurship training program, and provide a steady supply of high-quality talents for social development, so as to adapt to and serve the needs of economic and social development and national strategy. In the construction of relevant projects, colleges and universities should make a comprehensive analysis of the work, identify the problems existing in the implementation of college students' innovation and entrepreneurship training programs, and adopt targeted strategies to improve the quality of talent training.

3. Existing problems

3.1. Students' awareness of innovation and entrepreneurship needs to be improved.

The key to improve college students' innovation and entrepreneurship ability depends on whether their innovation and entrepreneurship awareness is successfully stimulated. However, from the current situation of our students' participation in the "Big Innovation" plan, students' real cognition of innovation and entrepreneurship is still insufficient [1].

First of all, students lack the drive to innovate and start businesses. Many students think that their major is not directly related to innovation and entrepreneurship, so they will choose to "take the exam" or "take the exam" after graduation and get into the "system", etc. Very few students hold the attitude of "try" to start a business, rather than yearn for innovation and entrepreneurship from the heart, and it is difficult to enjoy the sense of achievement and satisfaction brought by entrepreneurship. Secondly, students lack of understanding of the connotation of innovation and entrepreneurship. In a exchange meeting of undergraduate innovation and entrepreneurship training program, when mentioned the reason for participating in the project, many students answered that it could be used as a bonus in postgraduate entrance examination and resume, and pave the way for graduation thesis. Some innovation projects are assigned by instructors, but students are not interested in the topic selection, or do not know enough about the topic selection, so they are not highly motivated in the implementation process of innovation and entrepreneurship projects.

3.2. Project innovation needs to be enhanced

There are a large number of projects submitted by the school every year, but there are few projects that are truly innovative and practical. First of all, there is the phenomenon of "changing the soup without changing the medicine", applying the template. Some projects are the same model, maybe just a name change, but the actual projects are the same. For example, the projects submitted by language students are often limited to the translation of signs in scenic spots, or the telling of Chinese stories in foreign languages.

Secondly, most students' projects are limited to ideas and lack innovative results that are actually implemented. For example, many students in our school choose to make some blind box, cultural and creative products. However, the final project results only show the design drawings and ideas, but do not really make products and obtain certain social benefits. Another example is the scenic spot translation project that language students tend to do. The project only evaluates the quality of the translation from its own major, but fails to deeply explore the social value and innovation it can bring. The final result is just the publication of the paper, which seems to be more like the completion of the graduation thesis.

3.3. The professionalism of the tutor team needs to be improved

Students as the main body of the project is important, but the birth of a good project cannot be separated from the careful guidance of the instructor. The supervisor can ensure that the research methods and directions used by the students are in the right position, so as to ensure the smooth implementation of the project [2]. Therefore, the quality and comprehensive ability of the mentors directly affect the implementation result and quality of the "Big Innovation" plan. However, in the process of the implementation of the "Big Innovation" plan, there is a phenomenon of "pseudonym" among instructors. Many advisors are simply names that students write on their application books to meet application requirements, without providing substantive

guidance to students. Some teachers lack of understanding of "Big Innovation" and have only a partial understanding of its theme, connotation, process and function, and give insufficient support to students' participation in innovation and entrepreneurship projects. During the project, some students even reported that they could not contact their advisor.

In addition, many teachers do not have a comprehensive understanding of policies related to innovation and entrepreneurship, and their professional knowledge structure and teaching concepts are outdated, so they cannot provide effective help to students. In addition, the enterprise mentor resources are very scarce. In order to enhance the project innovation and entrepreneurship, the school has tried to implement the "double tutor system" -- on-campus + off-campus tutor. However, during the application stage of the "Big Innovation" plan, many students said that finding enterprise tutors has become a big problem.

3.4. The achievement evaluation system needs to be improved

A scientific and perfect evaluation system is conducive to the smooth promotion of college students' innovation and entrepreneurship training program [3]. However, in the process of "Big Innovation", there are some problems in the evaluation system of the final results. First of all, the composition of the jury is relatively simple, and the members of the jury are mainly teachers of the school. The "Big Innovation" plan is a project for all the students in the school. The types and starting points of the projects vary with students' professional backgrounds. Under normal circumstances, the teachers in the judging group of the school are from the entrepreneurship school or have experience in the management of innovation and entrepreneurship competition, and there is a lack of judges with different types of professional backgrounds who also have self-research on innovation and entrepreneurship. For example, our school is a foreign language school, so we lack judges with foreign language background and innovation and entrepreneurship ability. In the process of evaluation, the objectivity of project evaluation is affected by the limitations of the professional knowledge, capability structure and practical experience of the members of the evaluation panel [3].

Secondly, the existing conclusion standard is simple, and the distinction between innovation and entrepreneurship is not obvious. According to the innovation and entrepreneurship project management documents of our university, the project conclusion requirements are only differentiated according to the level of the project, namely, the national, provincial and university level. The conclusion standards of innovative projects and entrepreneurial projects are the same, which leads to little differentiation between the two types of projects. The conclusion results of a few entrepreneurial projects are also presented in the form of published papers, and the project conclusion tends to be formalized. This is contrary to the connotation of "Big innovation" itself, and cannot achieve the purpose of encouraging students to truly start businesses.

4. Suggestions and countermeasures

4.1. Strengthen publicity to stimulate students' enthusiasm.

The preliminary survey shows that more than half of the students obtain the information of China Innovation mainly through the point-to-point or point-to-point communication, such as class group notification or communication with students, while the proportion of accurate information obtained through new media channels, such as the school's official website or official WeChat account, is relatively low.

First of all, it is necessary to further strengthen the early declaration of national creation and the publicity of the results in the later stage to expand the radiation impact. The university regularly organizes student exchange meetings to provide students with opportunities to exchange experience, display results and share resources for innovative research. The achievements exhibition of innovation and entrepreneurship training projects for college students is held every year to display students' research results and make special exhibitions online and offline. Online through the school's official website, WeChat official account, etc. Offline activities can be conducted through campus publicity Windows and National innovation exchange meetings to further deepen college students' understanding of innovation and entrepreneurship training programs.

Secondly, universities should attach importance to the principal position of students, respect the will of students in the selection of innovation and entrepreneurship projects, the determination of implementation steps and the way of innovation and entrepreneurship work, and mobilize the enthusiasm and initiative of students to participate in the innovation and entrepreneurship training plan.

4.2. Strengthen topic selection guidance, improve the quality of the project

Guide students to choose project topics that meet the requirements of national policy orientation (the guidance of mainstream ideas). According to the report, the main goals and tasks for the next five years are to enrich the people's cultural and spiritual life, and strengthen the cohesion of the Chinese nation and the influence of Chinese culture. The fourth part of the report: Accelerating the construction of a new development pattern, focusing on promoting high-quality development of strategic emerging industries, integrated cluster development, high-quality and efficient new service industry system, modern infrastructure system (digital economy, Internet of Things, etc.). These can be sources of inspiration for projects. Students are encouraged to actively explore topics that are oriented towards national economic and social development, solve social hot spots, closely follow major research topics, and come directly from the frontline of industry and cutting-edge science and technology. Some experts can be regularly invited to the university to give lectures on innovation and entrepreneurship, so as to provide students with information on various social hot spots and major research issues at home and abroad, and guide students to conduct multi-angle and multi-level analysis and discuss solutions to such problems.

Guide students to develop projects with distinct local characteristics or in line with the needs of local economic development. For example, in our school's 2022 application projects, "Safeguarding Culture, inherits skills, and builds brands" -- Research on the dissemination and practice of Zhejiang Intangible Cultural Heritage based on SIPS; "Comparative Study on the evolution mechanism of Chinese and Japanese intangible cultural Heritage from the perspective of East Asian Culture -- Centered on" Shaoxing Opera "and" Neng Music "; "Da Yu Spirit + IP reproduction

Research of Shaoxing Master" are all projects with local characteristics, which can be supported by the local government, contribute to the incubation and landing of the final results, and also bring good social benefits.

Guide students to create projects that fit the characteristics of the university. In the process of carrying out the project, the professional and disciplinary support of the team members is very important. Among the projects applied by our school, such as "Wuqu Grammar" -- Exploration of the "cartoon" teaching mode of English grammar in primary and secondary schools, this project has the characteristics of our school as a foreign language institution. Students are encouraged to give full play to their personal interests and professional expertise, and to develop research projects in combination with discipline competitions. Discipline competition is an important way to cultivate students' innovative practical ability. By participating in the competition, students can organically combine knowledge with practical training. In the course of discipline competition practice, a large amount of interdisciplinary knowledge and professional skills will be extended, which lays a good foundation for students to complete the plan.

4.3. Strictly supervise the process and improve the assessment system

College students' innovation and entrepreneurship projects should be process-oriented. Project approval is only the beginning of "Big innovation" projects. To solve the problem of formalization of project conclusion, the school should strengthen the process management. First, give full play to the guiding and supervising role of instructors. During the construction of the project, the instructor has the most direct knowledge of the progress of the project and the involvement of the team members. The school can stipulate that the students need to reach a certain amount of work before the corresponding credits can be recognized. At the same time, the instructor is responsible for the process assessment of the project members, the assessment of each member's workload, and the corresponding evaluation. Team members can also conduct mutual evaluation, and finally form a test form and submit it to the school. The school will announce the assessment results during the mid-term inspection and the conclusion, and give corresponding rewards to the excellent team and excellent instructors.

Secondly, we will strengthen mid-term inspections. At present, most of the students do not pay enough attention to the mid-term inspection, and think it is just a formality. The school should strictly manage the mid-term inspection. After the person in charge submits the mid-term inspection, the experts should carry out a strict review, point out the problems of the project, and make it correct. The project that cannot pass the mid-term inspection will be directly postponed and the funds will be suspended. Those who participate in the mid-term inspection of the following year after the delay and still cannot pass the process of withdrawal. Thirdly, the conclusion standard needs to be further stratified and refined. For example, the closing criteria of innovative projects can be published papers, obtaining patents, etc., while the closing criteria of entrepreneurial projects should be to establish a company, obtain a business license, and provide the operating profit of the company. Secondly, the conclusion can also be divided into general conclusion and excellent project conclusion. For example, projects that publish papers in general journals are classified as average conclusion, while those that publish results papers in core journals are classified as excellent conclusion.

4.4. Unite with college and enterprise teachers to build a team of professional tutors

In the implementation process of college students' innovation and entrepreneurship training program, mentors play the role of guiding students. In order to give full play to the value of mass entrepreneurship and innovation programs, we should attach importance to the construction of college teachers.

First of all, to solve the problem of lack of corporate mentors, the college can cooperate with enterprises and hire corporate mentors. Employ enterprise mentors from alumni enterprises, local enterprises, pioneer parks, successful entrepreneurs, industry management experts, investment and finance professionals, science and technology experts and other fields, and establish an off-campus expert database of entrepreneurship mentors.

Secondly, we should strengthen the training of teachers' practical ability of mass entrepreneurship and innovation, and encourage teachers to carry out independent learning. In the school-enterprise cooperation, not only students need to go to the front line of the enterprise to practice their innovative practical ability, but also the mentor should go to the enterprise to learn more about the latest market conditions, strengthen their own practical experience, provide professional guidance to students, and guide students to carry out high-quality innovation and entrepreneurship projects. Actively learn related policies and professional knowledge of innovation and entrepreneurship projects. In peacetime, I can pay attention to various dynamic information related to innovation and entrepreneurship, collect some excellent project implementation cases, sum up successful experience, and give targeted guidance based on the content of current projects carried out by students. In a word, the advisor should give help and guidance to the students from the aspects of theory, experience and policy interpretation.

In addition, we can also invite the hired enterprise mentors to train the guidance on campus in innovation and entrepreneurship knowledge and ability, and adopt the methods of temporary job training and expert lectures to gradually build a team of innovation and entrepreneurship teachers that combines school and enterprise, innovation and entrepreneurship, and theory and application [4]. Finally, it will help to solve the problem of insufficient number of guidance teachers and weak professionalism.

5. Conclusion

To carry out college students' innovation and entrepreneurship training program is an important starting point of innovation and entrepreneurship education in colleges and universities, and also the main way to improve students' innovation and entrepreneurship ability and cultivate innovative talents. The implementation and management of the "Big Innovation" plan is a big project. How to better play the role of the "Big Innovation" plan and let students truly benefit from it needs to be constantly explored according to the school situation and improve various systems. In this paper, several problems existing in the implementation of the "Big Innovation" plan of Zhejiang Yuexiu University of Foreign Languages are studied and suggestions and countermeasures are put forward. However,

the research on the "Big Innovation" plan is not only stopped here. In the future, it needs to be continuously perfected and improved according to the background of The Times and the characteristics of the school.

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