

Exploring Pathways of Innovation and Entrepreneurship for Talent in the Humanities and Social Sciences

Jiachuan Chen

School of Literature and Media, Chengdu Jincheng College, Chengdu, Sichuan, 610000, China

Abstract: Against the backdrop of an increasingly severe employment situation, innovation and entrepreneurship education has become an important research topic in higher education in recent years. At present, the innovation and entrepreneurship education carried out by most universities is predominantly oriented toward science and engineering disciplines, while insufficient attention has been paid to such education for talent in the humanities and social sciences, where numerous problems remain. The author reviews and analyzes the problems that exist in innovation and entrepreneurship education for liberal arts talent, summarizes the principal issues in this regard at most Chinese universities, and, against the background of the continuous development of new media, puts forward corresponding countermeasures.

Keywords: Innovation and Entrepreneurship Education; Talent in the Humanities and Social Sciences; New Media; New Pathways.

1. Significance of Innovation and Entrepreneurship Education in the Liberal Arts

1.1. An Important Measure for Social Development

In 2020, the number of college graduates was expected to exceed 8.74 million, an increase of more than 400,000 over the previous year. Coupled with the impact of the COVID-19 pandemic, the employment situation became increasingly severe. At the same time, corporate recruitment requirements have risen year by year in line with the changing profile and career expectations of graduates, and large enterprises have erected thresholds that deter many college students. Many students, however, remain in an ambiguous job-seeking position—"unable to reach the high and unwilling to settle for the low"—and have not identified the career direction best suited to them. To address this problem, the state adjusted its policies to encourage college students to start businesses and to relieve their concerns about start-up funding, and students' enthusiasm for self-employment rose markedly.

1.2. An Urgent Requirement of the Times

With the rapid development of the times, market demand orientation is constantly changing, and most traditional industries face the risk of being displaced. Therefore, in order to raise the employment rate of college students and strengthen their capacity to adapt to the evolving times, universities should guide students to develop an entrepreneurial mindset and respond skillfully to dramatic changes through adjustments to their overall strategies, thereby effectively resolving students' employment problems.

1.3. A Reflection of Students' Comprehensive Qualities

In carrying out innovation and entrepreneurship activities, universities guide students to apply professional knowledge to solve practical problems. Students can thus effectively

distinguish the relationship between theoretical knowledge and practical application, and draw on their own abilities to strengthen the link between their disciplines and practice. Meanwhile, in the process of participating in such activities, college students can actively seek ways and methods of solving problems, thereby enhancing their analytical and problem-solving skills, their presentation skills, and their on-the-spot responsiveness, and cultivating innovative thinking.

2. Current Status of Innovation and Entrepreneurship Education in the Liberal Arts

2.1. Problems in Innovation and Entrepreneurship Education for Liberal Arts Students

2.1.1. Unclear Teaching Philosophy Regarding Innovation and Entrepreneurship Education

At present, most liberal arts students still confine their career orientation to public institutions or administrative positions, lacking a forward-looking perspective. Most universities do not take the initiative to guide students, and there is even a phenomenon of conceptual confusion in education. For example, some universities offer innovation and entrepreneurship courses merely to comply with national education policies, without the support of a scientific theoretical framework or of appropriate curriculum design.

2.1.2. Neglect of Teaching Practice in Innovation and Entrepreneurship Education for Liberal Arts Students

In most universities there is a considerable gap between the teaching practice of innovation and entrepreneurship education in the liberal arts and in the sciences. Science and engineering disciplines, characterized by a strong practical orientation, generally have abundant practice platforms such as laboratories, whereas liberal arts disciplines receive little attention in teaching practice and have very few such platforms. The capacity for innovation and entrepreneurship

reflects a student's comprehensive qualities and requires not only solid professional knowledge but also a certain amount of practical experience. However, most universities concentrate entrepreneurial practice in science and engineering teaching, as a result of which liberal arts talent tends to possess a great deal of theoretical knowledge but lacks opportunities for practice, so that few students acquire relevant practical experience [1].

2.1.3. Inadequate Development of the Teaching Staff

In the broader context, the great majority of teachers engaged in liberal arts education at universities focus on academic research and have relatively little entrepreneurial experience; they are therefore unable to meet the requirements of industry or to adequately support the guidance of students in innovation and entrepreneurship education. Moreover, in most universities, innovation and entrepreneurship courses in the liberal arts are taught part-time by teachers from other subjects rather than by specially recruited professional instructors. In addition, because teachers' understanding of innovation and entrepreneurship education is insufficient, this greatly affects students and dampens their enthusiasm for entrepreneurship. As a result, liberal arts students rarely receive well-grounded innovation and entrepreneurship education [2].

2.1.4. A Relatively Outdated Approach to Talent Cultivation in the Liberal Arts

In cultivating liberal arts talent, most universities focus on theoretical education. Students acquire comprehensive theoretical knowledge but have very little practical knowledge, which easily leads liberal arts students to have high aspirations but limited practical ability and leaves them lacking practical creativity and innovative thinking, making it difficult for them to adapt to social development and industry requirements. Although universities have been making active adjustments in this regard, the results so far have been limited and progress has been slow.

2.2. Opportunities Brought by New Media to Innovation and Entrepreneurship Education in the Liberal Arts

With the continuous development of technology, the media industry is being constantly restructured. Advances in network technology have confronted the traditional media industry with a challenge of survival, while new media, represented by the Internet, have kept surging forward under the impetus of technology. Over the past decade, new media have developed with increasing momentum, bringing new opportunities to innovation and entrepreneurship education in the liberal arts [3].

2.2.1. New Media Development Provides Practice Platforms for Innovation and Entrepreneurship Education of Liberal Arts Students

The development of new media has created more practice platforms for innovation and entrepreneurship education of liberal arts students, and college students have abundant opportunities to participate in the use of media. New media have built many online platforms in which college students can actually take part in media operations, such as Weibo, WeChat, and Douyin. In the era of convergent media, these platforms have a greater need for talent with strong expressive ability and distinctive ideas, and liberal arts talent has a natural advantage in this respect and can adapt well to such requirements. Therefore, when carrying out innovation and

entrepreneurship education for liberal arts students, universities have more practice platforms to choose from and richer practical opportunities.

2.2.2. The New Media Industry Enriches the Employment and Entrepreneurship Fields of Liberal Arts Students

In the course of industrial integration with other industries, the media industry continuously participates in corporate activities and exerts a radiating effect [4]. Accordingly, enterprises of all kinds increasingly use the media in their material production activities. Almost every sector familiar to people—such as clothing, catering, and transportation—cannot do without advertising and information dissemination, which means that the vast majority of industries are inseparable from the media industry. This therefore provides liberal arts students with more choices when seeking employment or starting businesses in related fields and broadens the areas in which they can engage in entrepreneurship and employment.

3. Exploration of Innovative Pathways for Innovation and Entrepreneurship Education in the Humanities and Social Sciences

3.1. Aligning with the Direction of New Technological Development

Technology is the primary productive force driving social development, but its application is by no means limited to science and engineering; the application of new technologies in the humanities and social sciences likewise deserves promotion and expectation.

In an era of rapidly developing new media technologies, the application of network technology can give full play to the innovative capacity of students in the humanities and social sciences. Under the guidance of teachers, students can—through categories such as social public-interest communication projects, projects promoting simultaneous regional economic development, and projects transforming industrial economic models, and in combination with new economic models and technological means such as the "IP economy", the "sharing economy", the "cultural and creative industries", "artificial intelligence", and "virtual reality"—focus on studying the entrepreneurial directions and feasibility of humanities and social science disciplines. Students in these disciplines can use the new media technologies they have learned to closely link economic models and technological means with content dissemination, ensuring that emerging models such as "artificial intelligence", the "cultural and creative industries", and the "sharing economy" are better presented through new media technologies, thereby helping students to be better cultivated and trained in the process of understanding and applying new technologies.

3.2. Tracking Incubated Entrepreneurial Projects

In addition to winning awards in competitions, driving regional economic development and employment is also an important evaluation indicator for the incubation of innovation and entrepreneurship projects. When they lose in a competition, students should summarize the reasons for their own failure and the reasons for the success of

outstanding teams, seek help and guidance from their entrepreneurial project mentors, revise their team's business plan, appropriately elevate the theoretical level of the project, and apply theory reasonably in practice, so as to provide valuable support for subsequent participation in related innovation projects and entrepreneurial practice [5].

3.3. Exploring Discipline-Driven Entrepreneurship Through "Virtual Entrepreneurship" or "Micro-Entrepreneurship"

The core competitiveness of innovation and entrepreneurship lies in whether one possesses a core technology, a core team, and a core business model that can hold its own; none of these can be "planned" out of thin air or pure imagination. In the unequal competitive environment of innovation and entrepreneurship, students in the humanities and social sciences should raise their awareness of innovation and entrepreneurship and accurately recognize the strengths and weaknesses of the liberal arts. Such students usually have keen insight and are adept at interpersonal communication, enabling them to analyze the characteristics of other team members within an entrepreneurial team and to balance the participation and cooperation of students from other disciplines, thereby enhancing the overall quality of the team and achieving the effect of optimizing the allocation of innovation and entrepreneurship resources [6].

In the process of innovation and entrepreneurship, students in the humanities and social sciences should comprehensively analyze the current entrepreneurial environment and use new media technologies to build virtual entrepreneurial projects so as to hone entrepreneurial skills. For example, their innovation and entrepreneurship may take the form of innovative cultural inheritance: with a certain foundation in professional knowledge, they can integrate traditional Chinese culture into a given project.

3.4. Improving the Development of Teaching Materials

Universities should improve innovation and entrepreneurship courses for humanities and social science disciplines in a targeted manner and integrate resources. They should also offer online innovation and entrepreneurship courses in order to provide students with such teaching services through Internet channels. For example, teaching and media platforms such as China's "Golden Courses" (premium national courses), Jincheng Online, ZBJ.com, and Toutiao all offer a large amount of innovation and entrepreneurship teaching material that can be used.

3.5. Establishing Innovation and Entrepreneurship Laboratories for Humanities and Social Science Disciplines

Innovation and entrepreneurship education that follows the pathway of "culture" + "media" + "social communication" varies in its teaching facilities, and universities should equip themselves with laboratories conducive to such education according to their own funding and actual conditions.

An innovation and entrepreneurship laboratory can provide systematic entrepreneurial guidance. Its strong teaching staff can conduct intensive training and follow-up mentoring for students and keep abreast of their needs in real time, thereby resolving the difficulties that students encounter in the

process of starting a business; at the same time, students can share experience and insights there. The laboratory can use new media technologies to monitor students' basic entrepreneurial skills, innovative awareness, and practical ability from multiple dimensions, so as to comprehensively evaluate their innovation and entrepreneurship capabilities and thereby cultivate their comprehensive skills. An innovation and entrepreneurship laboratory can also realize the sharing of resources and information. In an era of rapidly developing network information technology, the authenticity of information on the Internet is open to question, and building a platform for sharing information resources is extremely important for college students' entrepreneurship.

By establishing innovation and entrepreneurship laboratories for humanities and social science disciplines, universities can fully integrate on-campus teaching resources and off-campus alumni resources, invite successful entrepreneurs to give lectures, organize various entrepreneurial planning and training programs, and provide guidance and assistance to interdisciplinary "Internet Plus" innovation and entrepreneurship teams. They can regularly hold innovation and entrepreneurship competitions themed on "Internet Plus", select outstanding student entrepreneurial projects for funding and systematic guidance, and thereby establish a practical channel for entrepreneurship in the humanities and social sciences [7].

3.6. Enhancing Students' Practical Ability

In the initial stage, universities can establish simulated practical training based on what liberal arts students have learned from basic theoretical knowledge; in the later experiential stage, practical content involving real projects should be incorporated, thereby enhancing the practicality and independence of liberal arts students.

On the basis of deeply integrating traditional entrepreneurship courses, a web-based simulated entrepreneurship training system should be established so that, through computer-based training and learning, students can improve their mastery of basic knowledge of network applications and their operational proficiency in basic skills, and a curriculum system for the "Internet Plus" college student entrepreneurship talent cultivation model can be established and improved. Subsequently, according to the needs of students in humanities and social science disciplines, school-enterprise cooperation can be used to provide internship opportunities and relatively stable venues for practical teaching, so as to cultivate students' comprehensive abilities in the course of practice.

4. Conclusion

This study focuses on innovation and entrepreneurship education that is grounded in humanities and social science students, oriented toward "discipline + teaching", and follows the pathway of "culture" + "media" + "social communication". It seeks to overcome the shortcoming that college students' entrepreneurship currently relies solely on "technological innovation" and "model innovation", to expand the entrepreneurial population, to strengthen conventional teaching practices, and to address practical problems such as the "lack of technology" and "lack of direction" faced by humanities and social science students in innovation and entrepreneurship. At the same time, it aims to enhance the teaching and practical capabilities of humanities and social science disciplines, so that the knowledge acquired does not

remain confined to textbooks but drives industrial development, complementing teaching. With the dissemination of humanistic culture and social public welfare, the promotion of regional economic development, and the transformation of industrial economic models at its core, it seeks to create social or economic benefits.

Acknowledgments

This work was supported by the Sichuan Province Higher Education Talent Cultivation Quality and Teaching Reform Project (2018-2020), No. JG2018-955.

References

- [1] Zhang, J., Gong, Y. L., & Li, X. S. (2022). Research on the dilemmas and countermeasures of innovation and entrepreneurship education for college students majoring in humanities and social sciences under the construction of new liberal arts. *The Theory and Practice of Innovation and Entrepreneurship*, 5(7), 94–96. (in Chinese)
- [2] Huang, P. L., Zhong, Y. X., Sheng, Z. X., et al. (2022). Research on the influence path of innovation and entrepreneurship education on the entrepreneurial intention of humanities and social sciences students: An empirical survey based on 79,922 questionnaires. *Urban Insights*, (6), 128–143. (in Chinese)
- [3] Gong, L. N. (2024). Strategies for cultivating college students' innovation and entrepreneurship ability in the context of new media. *Journal of News Research*, 15(7), 152–154. (in Chinese)
- [4] Xiao, X. Y. (2010). Research on the upgrading of the industrial structure of China's media industry. Communication University of China Press. (in Chinese)
- [5] Liu, D. B., & Zhou, Y. S. (2022). New directions for the implementation of the "college students' innovation and entrepreneurship training program" under the background of new liberal arts: A case study of the "three elements and four dimensions" talent cultivation system at Nanjing University. *The Theory and Practice of Innovation and Entrepreneurship*, 5(7), 91–93. (in Chinese)
- [6] Yu, L., & Chen, H. H. (2019). A talent cultivation model for innovation and entrepreneurship of liberal arts college students in the context of "internet plus". *Jiaoshu Yuren*, (6). (in Chinese)
- [7] Liu, Z. X., Zhuang, Y., & Liu, Y. (2022). Construction and practice of the innovation and entrepreneurship education system under the background of new liberal arts: Focusing on the liberal arts and management majors in universities with advantages in engineering. *Journal of Beijing University of Aeronautics and Astronautics (Social Sciences Edition)*, 35(5), 20–27. (in Chinese)