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Reflections on Innovative and Pioneering Education in Colleges and Universities from the perspective of teachers

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Abstract: *it is a challenge to carry out innovation and entrepreneurship education in the development and transformation of Chinese universities, and it is also a test to improve the overall strength of higher education. Colleges and universities are the direct subjects to carry out innovative and pioneering education, and college teachers directly determine the effectiveness of innovative and pioneering education. Starting from the implication of the times of innovation and entrepreneurship education, this paper clarifies the core of innovation and entrepreneurship education, and then analyzes the predicament of innovation and entrepreneurship education in China from the perspective of teachers, and then from the level of teachers to put forward the corresponding solutions.*

KeyWords: *Innovation and entrepreneurship education; applied scientific research; evaluation orientation*

In the report of the 19th National Congress of the CPC, it is clearly stated that "innovation is the first power to lead development and the strategic support to build a modernized economic system". As the main position of innovation and entrepreneurship education, colleges and universities shoulder the main task of training high-level innovative and entrepreneurial talents. The Education of innovation and entrepreneurship has become one of the focal points in the work of colleges and universities in China. It is a challenge to carry out innovation and entrepreneurship education in the development and transformation of universities in China, and it is also a test to improve the overall strength of higher education. Colleges and universities are the direct subjects of innovation and entrepreneurship education. We must explore the system construction of innovation and entrepreneurship education by innovating the internal management mechanism and education mode. Among the many factors that affect the quality of innovation and entrepreneurship education in colleges and universities, the teacher is the most important one. To a great extent, the ability and level of innovation and entrepreneurship of university teachers determine the effectiveness and character of innovation and entrepreneurship education. At present, the construction of socialism with Chinese characteristics has entered a new era. In order to effectively promote the driving role of innovation strategy, the quality improvement of innovative and pioneering teachers in colleges and universities is facing the new requirements of the times.

In order to make clear how university teachers should promote the innovation and entrepreneurship education in China, we should first make clear the significance and the core of innovation and entrepreneurship education.

The era implication of innovative and pioneering education

The innovative and pioneering education has strong characteristics of practicality and self-education, that is to say, giving full play to the function of practical education, taking students as the main body, giving full play to their subjective initiative, changing the original educational model, and paying attention to the cultivation of individual talents, through diversified and open practice, students can finish their self-education and gain the perceptual knowledge and experience of innovation and entrepreneurship. It can be seen that the education of innovation and entrepreneurship provides the cut-in point and the joint point for the further orientation of application-oriented universities and colleges.

Orientation of national strategies

"The implementation opinions on deepening the reform of innovation and entrepreneurship education in institutions of higher learning"(No. 36[2015] of the State Administration of State Council General Office) states that "deepening the reform of innovation and entrepreneurship education in institutions of higher learning is an urgent need for the state to implement the strategy of innovation-driven development, promote economic improvement, increase efficiency and upgrade, and is an important measure to promote the comprehensive reform of higher education and promote higher-quality entrepreneurship and employment of college graduates.". As a whole system arrangement, innovation and entrepreneurship education in colleges and universities has become a national strategy for the first time. There is no doubt that universities, as the most important academic institutions, shoulder the important mission of personnel training, but also the main source of scientific and technological innovation. Giving full play to the advantages of science and education resources, serving the construction of an innovative country, promoting the high-quality development of economy, and speeding up the reform of higher education have always been the major propositions that colleges and universities must consider and carry out.

The direction of transformation

At present, the trend of adjusting the classification of colleges and universities is becoming clearer. In 2019, there were 891 applied universities (non-doctoral training units) , accounting for more than 70 percent of the 1,265 universities, according to the Guangzhou Daily Data and Digital Research Institute, this kind of university has become the main position of innovation and entrepreneurship education and the important support to promote the development of regional economy and society. In April 2014, the first "industry-education integration development strategy international forum" was held, forming a "Zhumadian consensus" to promote the transformation of some universities into application-oriented technology universities, it is clearly put forward that application-oriented universities should cultivate application-oriented technical talents, solve the structural contradiction between employment difficulty in universities and employment difficulty in enterprises through transformation and development, and integrate into local economic and social development. Some scholars even think that the application-oriented undergraduate education of innovation and entrepreneurship has officially started. In other words, the prosperity of innovative entrepreneurship education has injected new development ideas into the transformation of undergraduate institutions.

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Cultivate a sense of direction

Application-oriented undergraduate education is a kind of high-level practical education, which is oriented to the development of regional economy and Industries and focuses on training students'innovative quality and creative ability. In the process of building an innovative country and implementing an innovation-driven strategy, in order to solve the social problem of employment difficulty under the popular education, the education of innovation and entrepreneurship trains students'employment ability and entrepreneurial ability, help students apply their knowledge and skills to problem solving. It has the distinct application characteristic, the outstanding to the student innovation thought, the innovation quality and the pioneering ability raise, this with the application undergraduate course university talented person raise goal is in the same direction. In this regard, the implementation of innovation and entrepreneurship education, training innovative and entrepreneurial talents, is the application-oriented colleges and universities to achieve the goal of talent training.

The core of innovation and entrepreneurship education

To carry out the education of innovation and entrepreneurship, first of all, we should clarify its goal and core. Innovation and entrepreneurship education is not to let every student must carry out independent entrepreneurship, but to focus on the personality, thinking and ability of students, quality training. Among them, the cultivation of innovation and entrepreneurship is the core. In other words, the most important part of innovative entrepreneurship education is to cultivate students'innovative entrepreneurship.

What is the spirit of innovation and Entrepreneurship? It focuses on a positive attitude towards life and the quality of perseverance. In essence, this spirit is a challenge to themselves, that is, to ask college students not to indulge in the status quo of ease, to actively plan and explore their own career and life, and to develop a responsible and frustrated psychological quality. To cultivate the spirit of innovation and Entrepreneurship, colleges and universities need to cultivate a culture of innovation and entrepreneurship, that is, to strongly encourage exploration and risk-taking, and guide students to think independently and make objective judgments, seek a solution to the problem in a positive, cohesive and persistent spirit.

In the current practice of innovation and entrepreneurship education in colleges and universities, there is a tendency to "stress entrepreneurship and Neglect Innovation", which is actually the result of "entrepreneurship" mistakes. In fact, entrepreneurship education is a kind of education of basic ability and quality, as well as an education of developing individual potential and realizing self-value. College students are no longer simply the "chosen" in the job market, they have the ability to explore, try and cooperate, play the infinite potential of individuals, to achieve their "fantastic ideas.". Finally, entrepreneurship education is also an effective way to promote the integration of individuals into society. Individuals must cooperate with others to meet the needs of social development, and must have effective communication and coordination ability. It can be said that entrepreneurship education and the overall growth of people is inseparable.

The source of entrepreneurship comes from innovation. Any entrepreneurial behavior is the self, spirit of exploration and bold practice, if there is no spiritual adventure and self-value of critical reflection, there is no real sense of innovation. It can be said that innovation is a spiritual pursuit, entrepreneurship is a performance

of behavior, innovation and entrepreneurship is a relationship between the surface and the interior. Only problem centered Project-based learning and teaching can be adapted to the cultivation of innovative spirit and ability, and ultimately to the cultivation of students'entrepreneurial ability. Therefore, it is necessary to reform the traditional university curriculum and teaching system, and to carry out individualized teaching guided by the development of ability. Therefore, it is necessary to change the traditional teaching evaluation model, especially the teacher evaluation model, in order to guide and encourage teachers to carry out innovative teaching.

The dilemma of innovation and entrepreneurship education in universities

There are many difficulties in carrying out innovation and entrepreneurship education in universities. The most outstanding difficulty is the lack of qualified teachers. A basic requirement of innovation and entrepreneurship education is that teachers must have the spirit and quality of innovation and entrepreneurship. If teachers do not have the basic quality of innovation and entrepreneurship, it is difficult to train students to have the corresponding quality. However, many teachers have outdated teaching concepts and are reluctant to step out of the comfort zone of indoctrination teaching. This is especially prominent in the local colleges and universities, to a large extent, restricted the transformation and development of local colleges and universities. Teachers are the core of all educational activities. Teachers should cultivate students'practical ability, we must first make ourselves "capable of solving practical problems, sensitive to practical problems, and able to think about our own scientific research projects and teaching content design in the face of the needs of social and economic development", however, the current quality of teaching staff is difficult to meet the requirements of innovation and entrepreneurship education.

Another difficulty is that colleges and universities can not offer enough qualified courses. At present, most of the innovative entrepreneurship courses are in the form of public elective courses or general education courses outside the professional curriculum system, as a sporadic ornament, this part of the course is mostly for students to popularize some basic knowledge of entrepreneurship. But in the substantial innovation teaching, also can only through the individual case to carry out. There is a serious lack of a sound and hierarchical curriculum system for innovative entrepreneurship education. Curriculum is the basic carrier of teaching activities, and the establishment and implementation of a systematic innovative entrepreneurship education curriculum is the basis for innovative entrepreneurship education. In addition, there is no effective index system to measure the success of innovation and entrepreneurship education. How to judge the effectiveness of innovative entrepreneurship education in colleges and universities can not only be seen in a few successful cases of students.

The third difficulty lies in the university and the society carry on the effective cooperation difficultly. The education of double creation is to guide the students to pay attention to realistic problems and to cultivate their ability to solve social problems with pioneering thinking and action. At present, the society still has doubts about the ability and effectiveness of universities to carry out innovation and entrepreneurship education, while enterprises are still mainly profit-oriented in the process of cooperation with universities, whether the cooperation between school and enterprise can solve their technical problems and bring direct benefits is of

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little interest to the deep participation in talent cultivation. To a certain extent, this phenomenon is caused by the long-standing closed-type school-running pattern of universities, because it is separated from the actual needs of society, and thus does not, he is not good at applied scientific research which is closely related to the production line. This leads to the lack of a common educational atmosphere and long-term mechanism throughout society.

The breakthrough point of innovative entrepreneurship education

Qualified teachers are the guarantee of innovation and entrepreneurship education, and also the difficulty at present. Therefore, it is a breakthrough to deepen the reform of innovation and entrepreneurship education in colleges and universities to change the evaluation method of teachers. Specifically, colleges and universities should focus on the following three areas:

First, teachers should be encouraged to carry out applied research. Scientific research ability is the basis of teachers'professional development, and it is also the basis of teachers'innovative and entrepreneurial education ability. Innovation and entrepreneurship education, in essence, is to cultivate students'ability to use knowledge to solve practical problems, which requires teachers to engage in application-oriented scientific research first, and good at guiding students to experience the discovery of problems, problem-solving process. As a result, teachers can no longer simply follow the script and impart some of their own do not know what the specific use of "book knowledge.". Secondly, teachers should go deep into enterprises, understand the market, be able to capture the most cutting-edge professional social needs, these into the peacetime teaching. Second, change the orientation of teacher evaluation. The evaluation index is the baton of teachers'behavior. In the current evaluation of teachers, teaching is put on the edge, and scientific research results are directly related to the promotion of teachers. This kind of policy guidance causes many teachers to have the "coping" mentality to the teaching, but invests the main energy in the scientific research. The evaluation of Teachers'scientific research is simply quantified into the number and level of papers, projects and awards, and it is difficult to measure the "Real" level of scientific research. Teachers should pay attention to the problem-oriented, stress the training of students'thinking ability and practical ability, and the evaluation of teachers must change the "essay-oriented" atmosphere, strengthening the guidance of teachers to solve practical problems and carry out applied scientific research.

Third, change the orientation of students'evaluation. Traditional teaching only takes the students'acceptance of fixed knowledge as the evaluation method, but neglects the students'development in other aspects. In order to carry out the education of innovation and entrepreneurship, we must aim at the characteristics of contemporary college students, change the previous evaluation methods, and pay attention to students'multiple achievements, especially in the creative thinking, practical ability, the performance of team cooperation and other comprehensive quality, which should be placed in the first place for students to develop practical ability. This kind of evaluation requires that the communication between teachers and students is in-depth. Teachers can not be satisfied with the one-way teaching of classroom knowledge, but should really be familiar with students through dialogue and cooperation, stimulating the development of students innovative thinking and practical ability.

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