

Research on the Reform and Development of Innovation and Entrepreneurship Education under the Background of Chinese-style Modernization

Dianbing Wang

Shandong University of Finance and Economics, Jinan, Shandong, China

Abstract: Chinese modernization has broken the myth of "modernization" is equal to "westernization", is an important innovation of the world modernization theory, and provides a new choice for human beings to realize modernization. Under the background of Chinese-style modernization, from the perspective of "world-class" and that of "Chinese characteristics" has become an important basic and leading research topic in the process of realizing the process of Chinese-style modernization and the independent exploration of higher education modernization. Higher education as the first productivity of science and technology, the first resource, the first source of innovation, is the inevitable composition of Chinese modernization, is the key link of practice and development of Chinese modernization theory and practice. By combing the historical process of Chinese innovation entrepreneurship education, this paper present innovative talents training "Chinese wisdom" and "Chinese plan".

Keywords: Chinese-style Modern; Higher Education; Innovation and Entrepreneurship Education; Reform; Development

1. Introduction

After more than 40 years of development, China's higher education has realized "popularization" from "elitism".[1] People's demand for higher education has changed from the quantitative demand of "learning" to the qualitative demand of "learning". Around the theme of independent training quality and create talents this goal, under the background of Chinese modernization, this study to review the innovation entrepreneurship education orientation, path and mode, comprehensive combing innovation entrepreneurship education education concept, systems and mechanisms,

teaching mode, teaching methods, curriculum system, practice training, concise improve innovation entrepreneurship education theory innovation and practice exploration, constantly deepen reform vision, gradually build talent training quality culture system and training system, contribution to innovation entrepreneurship education "Chinese wisdom". Form the "Chinese paradigm" of innovation and entrepreneurship education.[2]

1.1 Promote the Reform and Integration of Innovation and Entrepreneurship Education

The integration of industry and education, special innovation, science and innovation, and "five education" should build a regional innovation and entrepreneurship education ecology, promote the free circulation of innovation and entrepreneurship education elements, build a regional highland of talent training, and enable social and economic development.[3]

1.2 Strengthening the New Infrastructure for Higher Education

With innovative entrepreneurial ability to lead, paved with Chinese characteristics, accords with its own conditions of innovative entrepreneurship education quality development new road, leading the talent training paradigm of profound change, help innovative entrepreneurial talent training in colleges and universities, cultivate "aggressive will gen" top innovative entrepreneurial talent, promote the virtuous cycle of innovative entrepreneurship education system and sustainable development.

1.3 Research Focusing on the Innovation and Development of Innovation and Entrepreneurship Education

Promote theoretical innovation through practical innovation, seek new ways, new carriers and new paths for the development of innovation and

entrepreneurship education, build a new model of innovative development of innovation and entrepreneurship education, and contribute to the "Chinese plan" for the training of innovative talents.

2. Current Status and Trends of Domestic and Foreign Research

Innovation and entrepreneurship education is a hot topic and focus of scholars at home and abroad. Domestic innovation and entrepreneurship ability has become an important quality standard for talent training in China. Foreign innovation and entrepreneurship has been recognized by the International Association of Higher Business Schools (AACSB) as one of the five most important elements in business education in the 21st century. The domestic literature took the data of CSSCI journals under the CNKI database as the data source, and the domestic literature took "Innovation and Entrepreneurship education" as the theme, and the time span was from 2018 to 2023. By April 22, 2023, 538 valid documents were finally selected. In foreign studies, the Web of Science (WOS) core collection database of Clarivian (Clarivate Analytics) was taken as the data source, and TS= "entrepreneurship *" and "and" innovation * "and" education * "), the time span was from 2018 to 2023, the search time was April 22, 2023, and a total of 640 related research documents were retrieved. Related research focuses on the higher education system, mode, curriculum, teaching methods and other research content. More than 50 English academic journals related to entrepreneurship have entered the Social Science Citation Index (SSCI) search; nearly 1-3 of FT50 journals have published entrepreneurship papers, and innovation and entrepreneurship research has become a very important and independent research branch in the business field.

According to the visual analysis of 1178 articles on the field of innovation and entrepreneurship education in China, the research on innovation and entrepreneurship at home and abroad presents three characteristics: first, the research specialization is conducted. The research is no longer limited to the ontology research of innovation and entrepreneurship education, but extends to the research of related element composition.[4] The connotation and extension of innovation and entrepreneurship education are expanded with the innovation and

entrepreneurship practice problems of large enterprises under the digital economy. Second, interdisciplinary research. The research is no longer limited to the study of pedagogy, but with the classification research from the perspective of management, psychology and sociology.[5] From the perspective of psychology, the role of adventure and creativity stimulation on innovation and entrepreneurship education has been systematically studied and expounded. Third, the empirical research appears. The research is no longer limited to theoretical research, but begins to do the overall empirical research on innovation and entrepreneurship education in a certain university or a certain country and region.[6] Systematically analyzes the prominent problems of Shanghai universities as a scientific and technological innovation center with global influence, such as low discipline status, scattered curriculum system, weak faculty, and lack of standard guidance for education and teaching quality, and puts forward the specific ideas of establishing a new talent training mode oriented by innovation and entrepreneurship.

3. Research Content

Starting from the research objectives, the project is composed of four organic parts, including the ontology research of innovation and entrepreneurship education, the ecological research of innovation and entrepreneurship education, the integration research of innovation and entrepreneurship education and the innovation research of innovation and entrepreneurship education.

3.1 Research on Innovation and Entrepreneurship Education Ontology

3.1.1 A Comparative Study on Innovation and Entrepreneurship Education in China and the West. Through combing academic analysis and data collection, the origin, process, mode and current situation of Chinese and Western innovation and entrepreneurship education are systematically comparative analyzed, and the historical coordinates of innovation and entrepreneurship education in China are scientifically positioned.

3.1.2 Construction of the value attribute of innovation and entrepreneurship education. The value attribute of innovation and entrepreneurship education is positioned as practicality, openness and timeliness, and the

three types of attributes are reasonably defined to provide value guidance for the reform and development of innovation and entrepreneurship education.[7]

3.1.3 Index system of college students' innovation and entrepreneurship ability. Reasonably formulate the first-level indicators, second-level indicators and third-level indicators of capacity, set up the pillar variables of indicators, clarify the measurement basis and standards, and make the innovation and entrepreneurship ability tangible and visual.[8]

3.2 Ecological Research on Innovation and Entrepreneurship Education

3.2.1 Concept of education. From tool theory to value theory, it summarizes and compares the characteristic education concept of innovation and entrepreneurship education in typical universities.

3.2.2 System and mechanism. The promoters and establishment of innovation and entrepreneurship education in colleges and universities and the corresponding institutions.

3.2.3 Course and teaching materials. General course system, elective course system and practical course system of innovation and entrepreneurship education.

3.2.4 Innovation and entrepreneurship teachers. Analysis of gender, major and educational background information of teachers for innovation and entrepreneurship, and research on measures to improve teachers' ability.

3.2.5 Teaching paradigm. Teaching mode and teaching method, the teaching paradigm change centered on the growth of students.

3.2.6 Practice system. Mining, classification and modeling of the practice scenarios of innovation and entrepreneurship education.

3.2.7 Quality culture. Research on innovation and entrepreneurship culture as the core element of university quality culture.

3.3 Research on the Integration and Synergy of Innovation and Entrepreneurship Education

3.3.1 Special innovation and integration

Research on the path, tool, carrier and mode of integrating innovation and entrepreneurship education into professional education. Fully integrate the cultivation of innovative and entrepreneurial ability and entrepreneurial thinking into the construction and application of professional knowledge, explore and enrich all

kinds of educational resources, build a case base of "special innovation and creative integration", and organically combine the teaching of professional knowledge with the cultivation of students' innovative spirit, entrepreneurial awareness and innovative and entrepreneurial ability.

3.3.2 Innovation and integration

To promote innovation, teaching and learning, and to study the generation mechanism of innovation and entrepreneurship competition projects.

3.3.3 Integration of industry and education

Promote comprehensive education endogenous externalized practice innovation, adopt systematic thinking, from the concept of innovation-mechanism-system innovation-multidimensional Angle of symbiosis, promote innovation entrepreneurship education circle, through the "five education" practice, realize the school, colleges, schools and other collaborative multi-level, systematic fusion collaborative education mechanism.

3.4 Research on Innovation and Entrepreneurship Education

3.4.1 Innovation of education mode

Through theoretical analysis and empirical research, the system of curriculum, teachers, practice, teaching scenarios, teaching methods and other elements, to form a new mode of innovation and entrepreneurship education.

3.4.2 Innovation of the teaching paradigm of top-notch talents

The selection methods, management modes, training programs, teaching methods, practice carriers and evaluation systems of top-notch talents in typical universities are sorted out and analyzed, so as to create a top-notch talent training paradigm in line with China's national conditions and the characteristics of the university.

4. Key Points and Difficult Points to Be Broken Through

4.1 Establishment, Empowerment and Evaluation of the Index System of College Students' Innovation and Entrepreneurship Ability

College students' innovative entrepreneurial ability index, what is the total index, index is included, the total index and index, child index how scientific empowerment, design variables,

the evaluation results of the scientific, interrelated these problems, need interlocking, pull a whole body, need a lot of data collection, rigorous index screening and scientific index design.[9]

4.2 Design, Reorganization and Operation of Ecological Elements of Innovation and Entrepreneurship Education

Innovation entrepreneurship education will be the first order attribute is defined as practical, to lead the restructuring concept, curriculum, practice, competition, teachers and cultural ecological elements, from the textbook type teaching to project teaching, must cause curriculum, teaching, teachers and a series of teaching reform, coordination between various elements, mutual conditions, generate new innovation entrepreneurship education mode.

4.3 Construction and Implementation of the External Integration Mechanism of Innovation and Entrepreneurship Education

Centering on the main line of serving Chinese-style modernization, establish the mechanism, platform and path for the integration of inside and outside the university, give play to the important role of universities in the circulation of innovative talents, enhance the participation of enterprises, breed symbiotic thinking, connect the main value chain, and connect the education chain, talent chain, industrial chain and innovation chain. With interdisciplinary, cross professional, embedded and industry, industry, the practice of technology integration project driven, active docking national and regional economic development strategy and social demand, improve the government production collaborative training mechanism, promote regional innovation entrepreneurial elements circulation, build regional innovation entrepreneurship education ecology, assigned to national social and economic development.[10]

5. Conclusion

Specialization, interdisciplinary and empirical demonstration are becoming the research trend of innovation and entrepreneurship education. Under this trend, to examine the innovation and entrepreneurship education of higher education in China, the current research still has some limitations, and still has a lot of space for expansion.

First, the systematic theoretical research of innovation and entrepreneurship education in the Chinese modernization background needs to be strengthened urgently. Chinese modernization puts forward specific requirements for the high-quality development of innovation and entrepreneurship education. The value and function of innovation and entrepreneurship education need to be repositioned, and the ability index standards of innovation and entrepreneurship talents need to be clarified. At present, although a few scholars have begun to pay attention to the high-quality development of innovation and entrepreneurship education, and put forward the concept of modernization of innovation and entrepreneurship education, but the relevant research results, especially the theoretical achievements, have not become a volume.

Second, there is a lack of quantitative and qualitative empirical studies based on large sample surveys. Deep development of domestic innovation entrepreneurship education, from deepening the reform scheme, typical experience to the national innovation entrepreneurship college, provides rich research samples, through the empirical research of colleges and universities, colleges and students, from the concept, mechanism, methods, mode, curriculum, practice, culture, ecology, etc., the successful experience of innovative entrepreneurship education in China, typical practice and outstanding achievements, big summary and concise, build conditions of innovative entrepreneurship education method, path, mode and paradigm, form a innovation entrepreneurship education of a comprehensive upgrade.

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