A Study on Ideological and Political Education to Promote the Development of Innovation and Entrepreneurship Education in Universities

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Abstract: Innovation and entrepreneurship education in Chinese colleges and universities has entered a new stage, and innovation and entrepreneurship education reform has become a necessary trend. In order to cultivate more high-quality innovative and entrepreneurial talents, colleges and universities should do a good job in ideological and political education and insist on “establishing moral education” as the central link. This paper compares the problems and root causes of innovation and entrepreneurship education in colleges and universities from the perspectives of colleges and universities and students, and emphasizes the importance of ideological and political education in promoting the development of innovation and entrepreneurship education in colleges and universities from three aspects: it is conducive to guiding the correct development direction of innovation and entrepreneurship education, helping college students to form scientific values of innovation and entrepreneurship, and improving the innovation and entrepreneurship ability and comprehensive quality of college students. Under the value leadership of ideological and political education, the practical ways to promote the development of innovation and entrepreneurship education in colleges and universities by grasping the six directions of innovation and entrepreneurship education concept, teachers’ strength, curriculum system, students’ enthusiasm, campus atmosphere and cultivation form.

Keywords: Ideological and political education, Innovation and entrepreneurship education, Universities, University students.

1. Introduction

This is a time of close connection, a time of change. In this era, double-creative education in universities no longer exists and develops independently, but in line with the trend of interdisciplinary communication, it is constantly integrated with the ideological education, which has many similarities. In the process of dual-innovation education, we must bear in mind that we must pay close attention to the psychological and ideological characteristics and changes of the university students, and help them to establish the right concepts and form a good sense of innovation and entrepreneurship. This paper firstly analyzes the problems encountered in the development of university dual-innovation education and the reasons behind them from two perspectives: one is from the perspective of universities and the other is from the perspective of students; secondly, it composes the importance of ideological and political education in promoting the development of university dual-innovation education from three perspectives: guiding the development direction, establishing scientific values and enhancing comprehensive abilities; finally, it proposes that under the leadership of ideological and political education, the development of university dual-innovation education should be promoted from the perspectives of education philosophy, teachers’ strength, curriculum system, students’ motivation and campus education. Finally, it is proposed that under the leadership of ideological and political education, the six directions of education philosophy, teachers’ strength, curriculum system, students’ enthusiasm, campus atmosphere and cultivation form are used to promote the perfection and advancement of dual-innovation education in colleges and universities, which is an important inspiration for promoting the development of innovation and entrepreneurship education.

2. Problems and Reasons for the Development of Innovation and Entrepreneurship Education in Universities

2.1 University Perspective: Too One-Sided and Superficial Understanding of Innovation and Entrepreneurship Education

Some universities have a one-sided and superficial understanding of the concept and connotation of dual-innovation education. Specifically, they simply think that dual-innovation education is just to carry out entrepreneurial practice, that innovation and entrepreneurship is a means to cope with the severe employment situation, and that innovation and entrepreneurship education is a classroom for a small group of people. In the final analysis, these phenomena prove that some universities neglect the cultivation of innovation and entrepreneurial consciousness of college students, and they unilaterally narrow down the group of people who are educated in innovation and entrepreneurship, unable to see the value of innovation and entrepreneurship of college students for themselves and society. Students are young, energetic and capable of learning. They are able to accept new things quickly and grow and progress with them, and universities should play their proper role in nurturing students and believe that they can train and cultivate more innovative and entrepreneurial talents. A biased mindset can lead to a blurring of the focus of dual innovation education in universities, thus affecting the implementation and effectiveness of teaching, so we need to focus on grasping the basic concepts.

The strength of teachers for innovation and entrepreneurship education in colleges and universities is not strong and the
composition is unreasonable. “Although the Ministry of Education has trained a number of excellent teachers of innovation and entrepreneurship education in colleges and universities through activities such as the construction of a national talent pool of 10,000 outstanding innovation and entrepreneurship instructors, as far as colleges and universities nationwide are concerned, the overall strength of teachers of innovation and entrepreneurship education is still weaker than that of teachers of professional courses, and it is often composed of administrative and teaching support staff.” The degree of specialization of teachers is not high and the number is small. Teachers attach less importance to the course, they have less theoretical and practical experience, do not have sufficient knowledge reserves and flexible teaching methods, and rely too much on the resources of teachers from other colleges. Some teachers do not have a clear perception of dual creation and their mindset needs to be transformed so that the educational content does not remain only in the classroom, nor can they simply talk about the created courseware. The single and fixed mode and content of the classes keeps students’ interest in learning low, and teachers do not have a good grasp of the various aspects of dual innovation education to interact with students and give them professional help.

The innovation and entrepreneurship curriculum is not set up and arranged in a reasonable manner, and the link between innovation and entrepreneurship education is severed. Firstly, the content of the course is mostly about “entrepreneurship” and less about innovation, which leads to an unbalanced teaching content. This leads to an imbalance in the content of the course. The development of the creative spirit is extremely important, and we need a combination of innovation, creativity and entrepreneurship to make up for the lack of spiritual qualities of today’s students. Secondly, the course is more about imparting theoretical knowledge and less about the practical part, which can easily lead to theory being divorced from practice. In fact, most students in schools today have only a superficial grasp of theoretical knowledge, which is simply not deep enough, and the lack of practical experience makes it even more impossible to form a good interaction between theory and practice. Innovation is a consciousness, idea and ability, while entrepreneurship is a behaviour and resultant output, and the gradual drift between theory and practice can also lead to a serious disconnect between innovation and entrepreneurship. Thirdly, the course is not well integrated with other professional education and fails to integrate the different professional backgrounds and characteristics of students with innovation and entrepreneurship, making it ineffective. Most of the students’ attention is devoted to their own professional studies, and it is not easy enough for them to devote part of their time to learning about innovation and entrepreneurship. Therefore, if we can include some content of students’ own major in the dual-innovation course, we can not only improve their interest and attention, but also achieve a positive interaction between different disciplines.

The effect of the innovation and entrepreneurship platform set up by universities is weak. Although most universities have their own innovation and entrepreneurship practice bases, such as university entrepreneurship bases and incubation parks, the double-innovation projects of university students do not receive much attention and support, and schools still prefer to use stronger and more experienced double-innovation projects, and the implementation of relevant projects carried out by university students has no real name, and many innovation and entrepreneurship projects are The implementation of relevant projects carried out by university students has no real name, and many innovation and entrepreneurship projects have ended without success, and the innovation and entrepreneurship platforms set up by universities have not achieved much. Students need more opportunities to showcase their creativity and abilities, and if they are denied and questioned, this will not only reduce their participation and motivation, but will also make the dual-innovation platforms and related measures provided by universities lose their original meaning.

2.2 Student Perspective: Perceptions and Attitudes towards Innovation and Entrepreneurship

Some of the students are not interested in the course and activities, and most of them are passive learners of the course and knowledge and participate in the related theme activities, they think it is not relevant to them, and they feel confused about their future career planning. Most of the students are only studying for the credits required by the school, and they have to do so in order to graduate, which adds to the rebellious mentality of the students. In addition, some students have a fixed mindset that they should go straight to work and do not receive enough support from their parents and schools, which makes them feel that innovation and entrepreneurship are difficult and that they do not want to face greater risks and challenges or increase their own costs of trial and error, thus losing their initiative and motivation. The reason behind such a phenomenon is that students’ mindset has not kept pace with the times and the lack of attention from their families and schools.

Some university students are unable to face the setbacks in entrepreneurship correctly, and have a tendency to be more eager to get what they want when facing entrepreneurship, and cannot look at the success and failure in entrepreneurship correctly, and do not have a peaceful state of mind, and even do some things that are harmful to individuals and society. But in the long life of a human being, there are countless flowers and honors and valleys, and innovation and entrepreneurship is just a small fragment, so it is very important to face it with a calm mind and put in years of effort, and the success of entrepreneurship is just a matter of time. If you can only accept success and not embrace failure, then the path of growth for university students will only face greater resistance. In fact, these university students then do not form scientific and healthy values of innovation and entrepreneurship, highlighting even more the importance of the leading role of ideological and political education.

There is still room to improve the innovation and entrepreneurship awareness and ability of college students. Firstly, the main task of university students in school is to carry out professional studies, lacking more practical activities, and not being sensitive to innovation and entrepreneurship, and relying more on their own imagination to know about society, not realizing that they can or need to carry out innovation and entrepreneurship. University
students usually spend more time studying and researching theoretical knowledge, participating in various low-value activities and going out to part-time jobs. The above phenomenon shows that there are certain problems with university students’ views and attitudes towards innovation and entrepreneurship. Secondly, more students are influenced by the Internet and other people’s comments, and they blindly invest in hot innovation and entrepreneurship projects without their own opinions and determination, which do not yield a good result. University students do not realize that many of these projects are suitable for specific groups, but not necessarily for themselves, and it is not advisable to follow the clouds. Thirdly, students’ practical skills in innovation and entrepreneurship need to be improved, as they have only learned the rudiments of the relevant theoretical knowledge and have some difficulty in putting it into practice. Nowadays, most students are over-protected by their parents and have not developed the quality of hard work and the courage to face setbacks. Their ability is not up to the standard of carrying out double-creative work. University students tend to do things that they are good at and can reach, and more difficult work can make them lose interest and motivation to use their own initiative, so they do not put much into practice.

3. The Importance of Ideological and Political Education to Promote the Development of Innovation and Entrepreneurship Education in Universities

It is conducive to guiding the correct development direction of innovation and entrepreneurship education. The prerequisite for a good path of dual innovation is to calibrate its direction of development, and the value guidance role possessed by Civic Education provides a bright path forward, for which we should pay more attention to the value aspect of innovation and entrepreneurship among university students, help them form a flexible thinking mode, transform their strong spiritual power into realistic practical ability, and deliver more excellent dual-innovation talents for the various undertakings of the motherland.

It is conducive to helping university students form scientific values of innovation and entrepreneurship. The cultivation of scientific innovation and entrepreneurship values is inseparable from Civic Education. Firstly, it is necessary to understand the characteristics of college students’ way of thinking, behavioral patterns and psychological conditions in the process of dual innovation, so as to teach innovation and entrepreneurship in a more targeted manner; secondly, it is necessary to see that there are many problems in college students’ innovation and entrepreneurship. For example: Firstly, university students show a tendency of being eager for quick success and instant benefits in the process of dual innovation. Their desire for benefits and money devours them, and they gradually lose themselves on the road of dual innovation, forgetting the original intention of improving themselves and the mission of contributing to the motherland. At the same time, many universities focus too much on improving students’ entrepreneurial skills and neglect the cultivation of students’ entrepreneurial spirit and down-to-earth qualities, creating a bad culture of innovation and entrepreneurship. It must be admitted that skills are indeed very important in the work of dual innovation, but the support of skills alone is far from enough. What university students need more is the cultivation of a dual innovation spirit, and they need to take every step on the ground. Secondly, most university students lack firm Marxist and socialist beliefs, and thus are unable to form a scientific outlook on innovation and entrepreneurship, and are unable to understand the deep-seated value brought by innovation and entrepreneurship. Finally, universities should make full use of ideological and political education to guide college students to improve their moral quality and ideological awareness, encourage more college students to dare to innovate and start their own business, have their own broader and more scientific value judgments, integrate their personal values into the practice of the Chinese dream of the great rejuvenation of the Chinese nation, live up to their years and the motherland, and break out a world of their own.

It is conducive to improving the innovation and entrepreneurial ability and comprehensive quality of university students. Both are aimed at enabling students to form good values and grow into more capable and better people, so that they can better realize their values in life[3]. The contents of the two are also closely connected and closely related. The ideological education, entrepreneurial spirit and excellent qualities in the dual-innovation education all belong to the scope of ideological and political education, and the dual-innovation education in colleges and universities is also a valuable material and resource for ideological and political education. The two can be integrated to form a good interaction and mutual promotion in terms of teaching objectives and contents. Strengthening ideological and political education in the process of innovation and entrepreneurship in colleges and universities is conducive to college students looking at themselves and things around them more objectively, so that they can learn to build on their strengths and avoid their weaknesses. It is conducive to college students developing good qualities of bravery, confidence and calmness, and not being afraid of any darkness and challenges in life, so that they can better carry out innovation and entrepreneurship. It can help college students form an innovative and entrepreneurial consciousness of hard work and good innovative and entrepreneurial qualities. Overall, the ultimate aim is to enhance the comprehensive ability of university students, thus helping them to become more comprehensive talents and have a high comprehensive quality.

4. The Practical Path of Ideological and Political Education to Promote the Development of Innovation and Entrepreneurship Education in Colleges and Universities

4.1 Deepen the Concept of Innovation and Entrepreneurship Education

Colleges and universities should first establish a correct and in-depth concept of innovation and entrepreneurship education, clarify the teaching focus and objectives of innovation and entrepreneurship in colleges and universities, pay more attention to the ideological quality[4], psychological
changes and thinking consciousness of college students, cultivate more innovation consciousness, entrepreneurial spirit and comprehensive ability of college students, improve the quality and teaching effect of innovation and entrepreneurship teaching in colleges and universities with the help of ideological and political teaching, and provide the strategic development of the country. It will help to improve the quality and effectiveness of teaching innovation and entrepreneurship in universities, and provide more innovative and entrepreneurial talents for the strategic development of the country. The correct ideological understanding established by universities for the work of dual innovation can help them explore more the connotation and value of dual innovation, and they can carry out dual innovation courses and work with their own schooling characteristics.

4.2 Strengthen the Faculty of Innovation and Entrepreneurship

Strengthening the teaching force of innovation and entrepreneurship education can be started from the following aspects. Firstly, improve the ideological and political quality of teachers, no matter how strong the teaching force is, we cannot forget the importance of improving the ideological quality of teachers, and the teachers of innovation and entrepreneurship in colleges and universities should integrate more elements of ideological and political education in the teaching process to give more positive ideological influence to college students. Secondly, strengthen the professionalism of relevant teachers. Nowadays, the teaching level of innovation and entrepreneurship teachers in many universities is not high, the teaching contents are fragmented and the teaching effect is not obvious[5]. Teachers of innovation and entrepreneurship courses should focus on professionalism for study and teaching planning, regularly attend relevant training to improve their own awareness and ability of dual innovation, so as to provide better guidance for students; universities can hire successful entrepreneurs, entrepreneurs, excellent alumni to teach or invite them to communicate and interact with students, so as to continuously optimize university innovation and entrepreneurship resources.

4.3 Establish a Scientific and Rational Curriculum System

Strengthen the integration and interaction between innovation and entrepreneurship education and ideological and political education in colleges and universities, and use it as a basis to establish a scientific and reasonable curriculum system. Particular attention should be paid to the following points. Firstly, adhere to the close integration of theory and practice, both theoretical knowledge and practical activities are indispensable, to put the theory of innovation and entrepreneurship into practice, pay attention to the need to master the rhythm of gradual and orderly progress, not to disrespect the learning rules of college students and pull up the seedlings to help them grow. Secondly, strengthen the integration and communication between the dual-innovation courses and other disciplines, and pay attention to the combination with other professional education, which is more conducive to cultivating comprehensive and integrated talents. Thirdly, innovation and entrepreneurship courses in colleges and universities should be integrated into the content of thinking and political education to help college students improve their moral qualities of innovation and entrepreneurship.

4.4 Strive to Stimulate Students’ Innovation and Entrepreneurship

Enhancing the vitality of innovation and entrepreneurship among university students means giving them a greater sense of ownership and changing the mindset of most university students that the course is irrelevant to them. Encourage them to work for the formation of good innovative and entrepreneurial qualities and the spirit of responsibility, and through continuous and effective ideological and political education, help university students to enhance their spirituality, sharpen their personality and will, and gradually develop a consciousness of combining the needs of the country, society and the individual[6]. The specific practices are as follows: Colleges and universities clearly focus on cultivating students’ awareness and ability in this area, and use ideological and political education as a carrier to launch competitions and thematic activities on innovation and entrepreneurship to mobilize college students’ enthusiasm.

The teaching of ideological and political education in colleges and universities should pay more attention to the part of innovation and entrepreneurship, so that college students can accept and love innovation and entrepreneurship from the bottom of their hearts. They can fully mobilize students’ sense of hearing, sight and touch to accept relevant knowledge through some interactions, and constantly mobilize their enthusiasm, passion and vitality of innovation and entrepreneurship, so as to enhance the innovation and entrepreneurship ability of college students.

4.5 Actively Create a Good Atmosphere for Innovation and Entrepreneurship

Creating a good environment for university students to create a good atmosphere for dual creativity is conducive to opening the door to inspiration and discovering more creativity. Firstly, the school can increase the publicity efforts, and create a more popular environment by conducting lectures, posting thematic posters on the bulletin boards, and outputting relevant contents on the network media. A good atmosphere can be formed.

4.6 Enriching the Form of Cultivating Innovative and Entrepreneurial Talents

Education in higher education is a long-term and comprehensive task that cannot be accomplished overnight. It requires richer and more diverse forms of cultivation and more innovative methods of training. First of all, the development of the Internet has provided a convenient platform for double-innovation education in colleges and universities, which can integrate ideological and political education and innovation and entrepreneurship education into students’ lives in a way that they like, and meet the more specific and diversified learning and living needs of college students, thus broadening the education pathway[7]. By using the Internet as a platform to realize ideological and political education and dual-innovation education, the publicity can be increased, so that students can learn more about innovation
and entrepreneurship education and participate in it to enhance their own entrepreneurial awareness and ability. Secondly, practical education is also one of the most effective forms and ways to cultivate talents. Strengthen the guidance of values for university students. The specific measures are mainly in two aspects. Firstly, universities provide more practice platforms and funding support, and develop more incentives to allow more university students to participate in professional innovation and entrepreneurship projects and programme, so as to better exercise and improve themselves. Secondly, based on the curriculum of ideological and political education and innovation and entrepreneurship education, help students form a correct concept of innovation and entrepreneurship, encourage them to go out of school to various industries to experience the hardships and difficulties of innovation and entrepreneurship, and feel the real atmosphere of innovation and entrepreneurship, so as to better carry out the innovation and entrepreneurship plans of university students.

Finally, we can see that the work of dual education in colleges and universities has been on the way. Today we propose the integration of ideological and political education to lead, and tomorrow there will be more elements and forms to promote its continued development, which has been walking with the times and has been with college students. University students, as the young generation of the new era, are guided by ideological education. They should be firm in their beliefs and cultivate their fine qualities of not being afraid of hardships, risks and challenges; they should study hard their professional knowledge as well as the knowledge of dual-creation, so as to lay a solid foundation for the relevant practice in the future; they should set themselves the goal of dual-creation, increase their sense of responsibility and sense of responsibility, university students are the main body and core of dual-creation, and believe that they have the ability and can become the They should look at the successes and setbacks brought by the dual-innovation courses and work in a more rational and objective way, so as to be more determined to carry out innovation and entrepreneurship.

References