A Comparative Study on the Cultivation Mode of Innovation and Entrepreneurship of College Students at Home and Abroad

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Abstract: Entering the new era, with the further development of society and the continuous deepening of personnel training objectives in institutions of higher learning, people gradually attach importance to the cultivation of innovative and entrepreneurial ability. Through analysis, it can be seen that the education modes adopted by domestic and foreign universities in the process of cultivating college students’ innovation and entrepreneurial ability, and all have their own advantages and disadvantages. Relevant leaders in colleges and universities should realize the important value and function of cultivating innovative and entrepreneurial ability in time. Comparing the educational forms at home and abroad, we should actively give valuable educational modes and concepts, take their essence and discard their dross, incorporate their advantages into China’s innovation and entrepreneurship education system, adjust and perfect them in time, actively learn from foreign advanced teaching concepts, and optimize China’s higher education system.

Keywords: Universities at home and abroad; College students’ innovation and entrepreneurship; Cultivation mode

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With the rapid development of today’s society, various enterprises have higher and higher requirements for talents. Although the talents trained under the

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traditional education concept have a certain theoretical knowledge foundation, their innovation and entrepreneurship ability is poor, which has been unable to adapt to the development trend of enterprises. In order to better solve this problem, China’s colleges and universities have started to cultivate students’ innovative and entrepreneurial ability. However, due to the late start, various problems have emerged in the specific education process. Innovation and entrepreneurship education needs to find the starting point of education work and explore a new education mode according to the current education situation at home and abroad.

1. Analysis of the Training Mode of Foreign College Students’ Innovative and Entrepreneurial Ability

(1) Analysis of British Education Model

Among many countries in the world, Britain started its cultivation of innovative and entrepreneurial ability earlier and entered a climax period in the 1980s, and has constructed a complete education system according to the learning situation of domestic college students. The cultivation of innovative and entrepreneurial ability in British universities is bottom-up and has received policy and financial support from the British government. Its main education mode can be divided into two types, one is to carry out innovation and entrepreneurship education led by business schools, and the other is to carry out innovation and entrepreneurship education led by college students. In the specific innovation and entrepreneurship ability training link, there are independent research and education separated from teachers and students, as well as the integration of teachers and students to organize various forms of entrepreneurship activities, thus continuously expanding the entrepreneurship team and popularizing innovation and entrepreneurship education to every student in every major.

(2) Analysis on the Cultivation Mode of American College Students’ Innovation and Entrepreneurial Ability

Among many developed countries, the United States occupies a higher position, which is inseparable from the country’s education model. Many universities in the United States have long recognized the important role of cultivating innovative and entrepreneurial ability. U.S. Higher education is aimed at a large number of undergraduate students and graduate students. For students of different majors and levels, the focus of education is also different. Taking Harvard University as an example, it focuses on the education of experience, while Stanford University students focus on the cultivation of comprehensive ability. The U.S. Entrepreneurship system can be divided into two modes as a whole. The first is to strictly screen stu-
students and divide them according to their abilities and specialties, so as to further gather talents and present a systematic and high level in teaching. The second is to carry out entrepreneurship activities and entrepreneurship courses in the whole university to guide students to combine theory with practice, so as to continuously improve their innovation and entrepreneurship ability.

2. Analysis of the Training Mode and Problems of Domestic College Students’ Innovative and Entrepreneurial Ability

(1) Analysis on the Cultivation Mode of Innovation and Entrepreneurship Ability of College Students in China

The first mock exam and second classroom teaching are the main modes of education in the “double classroom” innovation and entrepreneurship teaching mode. The mode is mainly to help students build knowledge system and enhance students’ awareness of innovation and entrepreneurship. Renmin University of China is one of the representative universities of this education mode. Through various forms of education and entrepreneurship competition activities, the “double classroom” entrepreneurship education mode strongly encourages and supports students to carry out social practice and improve themselves in the continuous innovation and entrepreneurship practice. At the same time, we should constantly introduce real cases of innovation and entrepreneurship in the classroom teaching process, sum up the problems and experiences, and help students to take fewer detours and better invest in innovation and entrepreneurship.

(2) Analysis on the Cultivation of Innovative and Entrepreneurial Ability of College Students in China

In our country, the innovation and entrepreneurship education in Colleges and universities started late, only in modern times did we realize the importance of carrying out this educational task. Most colleges and universities draw lessons from foreign educational ideas. Although these foreign ideas are advanced, they are not suitable for China’s national conditions. Although China has promulgated many policies and measures to encourage colleges and universities to carry out innovation and entrepreneurship education, many colleges and universities still do not pay enough attention to it. In addition, with the influence of traditional education ideas, the concept of “learning well and then entering the official career” has deeply affected the national ideology. Many parents, teachers and students regard innovation and entrepreneurship as a dispensable theoretical course. If they do not attach importance to it, they will not be able to achieve good educational results.
From the perspective of the current education form in China, most of the people’s cognition of innovation and entrepreneurship only stays at the level of “guiding students how to establish enterprises”, which affects students’ learning philosophy. As a result, they think that they do not need to learn relevant curriculum knowledge without their plans for innovation and entrepreneurship, and they are always careless in the classroom learning process and do not invest enough time and energy. In addition, the cultivation of innovation and entrepreneurship ability in colleges and universities has strong practicality, which requires teachers to have certain relevant experience. However, most entrepreneurship related courses in China are held by professional teachers, and these professional lecturers do not have professional experience as support, and the content described is not convincing.

3. Integration and Reference of Innovation and Entrepreneurship Education in Colleges and Universities at Home and Abroad

(1) Establish the Concept of Innovation and Entrepreneurship Education
At present, there are many problems in the cultivation of innovation and entrepreneurship ability in colleges and universities in our country. The most fundamental reason is the deviation in concept. The traditional examination-oriented education not only increases the graduation pressure of students, but also hinders the development of innovation and entrepreneurship education. Therefore, colleges and universities in China should combine foreign advanced concepts, actively change their own educational concepts, construct cognitive unity, and integrate them into the teaching process to promote the development of education.

(2) Selecting Talents with Innovative and Entrepreneurial Experience to Join Teachers
The influence of an excellent teacher on students is very far-reaching. In the innovation and entrepreneurship education in colleges and universities, some experienced teachers can pass on their experiences or lessons summarized in the process of entrepreneurship and innovation to students in the teaching process. Colleges and universities can regularly invite some successful innovative and entrepreneurial people into the classroom to teach experience or let them work in colleges and universities. Under the leadership of their predecessors, students can realize the help of innovation and entrepreneurship knowledge and ability to their own development. In addition, schools can also send responsible and energetic young teachers to positions in enterprises for exercise, so as to carry out educational work from various aspects and levels.
(3) Opening Entrepreneurship Counseling Center to Reduce College Students’ Entrepreneurship Cost

The problem of capital has always been a big obstacle on the road of College Students’ innovation and entrepreneurship. Many students often have good ideas, but they shrink back at the thought of a large amount of funds, and finally they can only “let it go”. Any innovation and entrepreneurship activities need certain funds as support, but it is far from enough to rely solely on the help of parents and classmates. Only by participating in the school and providing more help for college students can we ensure the smooth development of their innovation and entrepreneurship. Colleges and universities should establish corresponding innovation and entrepreneurship funds, or provide some guarantee loans and financial subsidies, which can help college students improve the efficiency of entrepreneurship and innovation, but also provide a more reliable and safe financial guarantee.

(4) Developing Innovative and Entrepreneurial Activities for College Students

Because contemporary college students have not noticed the typical cases of successful innovation and entrepreneurship around them, they think that innovation and entrepreneurship are relatively far away from themselves. In addition, the lack of relevant activities in the school finally leads to innovation and entrepreneurship becoming a kind of oral activity. Therefore, schools and parents should actively look for successful innovation and entrepreneurship cases, guide college students to analyze the specific process, and encourage them to actively participate in it. Schools can carry out relevant activities, so that college students can conduct market research in combination with their own majors, organize some simple projects for students to participate, explore knowledge in practice, and obtain promotion. To improve the management ability and market development ability of college students, and then to carry out in-depth expansion, guide students to give full play to their professional advantages, enter some modern enterprises to accumulate experience and capital, to make preparations for the later entrepreneurial activities.

(5) Make Full Use of Network Technology Platform

The development of innovation and entrepreneurship education in colleges and universities should not only be described through teachers’ oral expressions, but also make full use of some modern equipment. It should not only play the role of traditional education, but also find new directions for the development of education and promote the development of innovation and entrepreneurship education. Therefore, schools can use the network technology platform to carry out education and publicity work, and constantly expand the scope of network innovation education in Colleges and universities. On the basis of the original education mode, edu-
cation is carried out in combination with huge Internet resources. The two are combined with each other to learn from each other’s strong points and jointly carry out education. For example, schools can build their own WeChat platform, on which students can communicate with each other and jointly plan projects, while teachers can also guide students’ entrepreneurship projects in real time. At the same time, college entrepreneurs can also timely access to the current international situation and China’s economic development on the platform, and timely adjust the direction of innovation and entrepreneurship.

4. Conclusions

Through the above analysis, we can see that the reason why China’s innovation and entrepreneurship education is still unable to compare with some developed countries abroad is that students do not realize the importance of innovation and entrepreneurship. Similarly, the country has not given enough attention. Innovation and entrepreneurship education is a long-term work that needs the support of universities, society and the state. Only by encouraging college students to correctly understand and actively participate in the process of innovation and entrepreneurship, can we make contributions to the overall construction of our country.

Works Cited

