

Research on the construction of curriculum system of innovation and entrepreneurship education in private universities

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ABSTRACT

Under the wave of "mass entrepreneurship and innovation" in the new era, private colleges and universities are faced with the contradiction between ideal and reality in the course system construction of innovation and entrepreneurship education. This paper focuses on the principles of innovation and entrepreneurship education curriculum system construction in private colleges and universities, and comprehensively analyzes various problems existing in the current construction process. The construction path explored from the dimensions of optimizing the curriculum, strengthening the construction of the teaching staff, and actively improving the practical teaching system aims to effectively improve the quality of innovation and entrepreneurship education in private colleges and universities, and cultivate a group of innovative talents who can accurately meet the needs of social development.

KEYWORDS

private university; innovation and entrepreneurship education; curriculum system

1 Introduction

Under the background of The Times that the country attaches great importance to innovation and entrepreneurship education, innovation and entrepreneurship education plays an increasingly prominent role in the field of higher education. As an important part of the higher education system, the construction of the curriculum system of innovation and entrepreneurship education in private colleges plays an important role in cultivating innovative talents. The construction of curriculum system of innovation and entrepreneurship education in private colleges and universities mainly anchors three key goals. First, with the help of well-designed courses, we can cultivate students' innovative consciousness and stimulate their entrepreneurial spirit in an all-round way. Second, strengthen the practical teaching links, through a variety of practical activities, effectively enhance the students' practical operation ability. Third, to provide students with all-round guidance and support, help them to successfully transform their own innovation and entrepreneurship capabilities into competitive advantages in employment or practical results in entrepreneurship. It can not be ignored that there is still a certain gap between private colleges and public colleges in the richness of curriculum, the abundance of teachers and the abundance of resources. Therefore, how to build a set of scientific, reasonable and effective innovation and entrepreneurship education curriculum system based on its actual situation and characteristics has become a key issue to be solved urgently in private colleges and universities.

2 Principles for the construction of curriculum system of innovation and entrepreneurship education in private colleges and universities

In the process of constructing the curriculum system of innovation and entrepreneurship education, private colleges and universities should consider a series of key principles comprehensively and deeply. Only by strictly following the following principles can we effectively ensure the scientific, practical and effective curriculum system, effectively improve students' innovation and entrepreneurship ability, and then cultivate high-quality innovation and entrepreneurship talents to meet the needs of social development. First, the principle of equal emphasis on theory and practice. Theoretically speaking, universities should take the teaching of innovation and entrepreneurship theory as the basic goal, and carefully build a set of courses that can teach students innovation and entrepreneurship theory systematically and professionally. From the perspective of practicality, universities should take improving students' practical skills of innovation and entrepreneurship as the core task, fully follow the practical characteristics of innovation and entrepreneurship activities, and build a curriculum education system to comprehensively improve students' entrepreneurial skills.^[1] Secondly, the whole process principle. In the field of quality education, innovation consciousness and entrepreneurship are the most important training goals. Private colleges and universities should face all students, closely combined with the actual situation of professional education, innovation and entrepreneurship education deeply into the whole process of talent training. In different grades, differentiated methods are adopted to gradually guide

students to establish innovation and entrepreneurship awareness and steadily improve students' innovation and entrepreneurship ability. In the whole training process, it is necessary to fully consider the differences of students' interests, hobbies, professional background, career planning, etc., in order to meet the diverse needs of different students.^[2] Finally, the principle of openness. The openness of the curriculum system of innovation and entrepreneurship education is the key to its vigorous vitality. Only by keeping an open mind and making continuous innovations and breakthroughs can we cultivate more outstanding talents with both innovative entrepreneurial spirit and practical ability, inject strong impetus into social and economic development, and make more outstanding contributions. The openness of the curriculum system of innovation and entrepreneurship education is mainly reflected in four key dimensions: the openness of course content, the openness of teaching methods, the openness of curriculum Settings and the openness of management.^[3]

3 Existing problems in the curriculum system of innovation and entrepreneurship education in private colleges and universities

In recent years, the state has issued a series of important documents focusing on innovation and entrepreneurship education, which can be seen that innovation and entrepreneurship education has risen to the national level of strategic decision-making, and has become a key component of the national implementation of innovation-driven development strategy. The significance of innovation and entrepreneurship education courses has long gone beyond the scope of simply helping college graduates to find jobs and start businesses, and it is also an important direction for the reform and development of college teaching, profoundly affecting the quality and future trend of talent training. However, it can not be ignored that private colleges and universities still encounter many difficulties in the process of promoting the development of innovation and entrepreneurship education. These problems are concentrated in the following aspects.

3.1 The curriculum is unreasonable

At present, innovation and entrepreneurship education courses in private colleges and universities are mainly presented in the form of public general courses in the talent training system, and have not been deeply integrated into professional education, resulting in the separation of professional education and innovation and entrepreneurship education in colleges and universities, which is mainly reflected in the following two significant aspects. (1) The curriculum structure is single, lacking diversity and practicality. The curriculum of innovation and entrepreneurship in some private colleges and universities lays too much emphasis on theoretical teaching, and lacks diversified courses such as practical courses and case analysis courses. For example, some schools only offer one theoretical course "Fundamentals of Innovation and Entrepreneurship", and students have almost no opportunities to practice and apply what they have learned in the learning process, and it is difficult to combine theory with practice, resulting in the inability to effectively transform what they have learned into practical abilities. (2) The content of the course is weakly related to the major, which can not meet the individual needs of students. At present, the content of innovation and entrepreneurship courses has not been designed closely around the unique characteristics of each major, and is disconnected from professional knowledge, which is difficult to meet the actual needs of students. Taking mechanical engineering as an example, the innovation and entrepreneurship courses learned by the students of this major do not involve the innovative development trend of the mechanical industry and how to tap the entrepreneurial opportunities in this professional field, which makes it difficult for students to apply the knowledge of innovation and entrepreneurship to their own professional fields and fail to realize the coordinated development of innovation and entrepreneurship education and professional education. It limits the students' comprehensive ability improvement and the possibility of future career development.^[4]

3.2 Weak teaching staff

Innovation and entrepreneurship education in private colleges and universities started relatively late, and its educational content covers multi-disciplinary knowledge, multiple ability training and strong technology. These complex factors make it difficult for the current teaching staff of innovation and entrepreneurship education in private colleges and universities to meet the needs of sound and rapid development of innovation and entrepreneurship education, which has become a key bottleneck restricting the progress of innovation and entrepreneurship education in colleges and universities. In addition, many teachers have not received professional training in innovation and entrepreneurship education, and many professional teachers in colleges and universities feel powerless to integrate innovation and entrepreneurship education into industry education, resulting in the lack of professional guidance in innovation and entrepreneurship education, which is reflected in the following two aspects: (1) Limited professional background: Most of the innovation and entrepreneurship teachers in some private universities graduated from management, economics and

other majors, and the multi-disciplinary background of science and engineering is relatively scarce. When guiding science and engineering students to carry out innovation and entrepreneurship projects, due to the lack of in-depth understanding of relevant professional knowledge, these teachers are difficult to give accurate and effective guidance to students. For example, in the face of innovation and entrepreneurship projects involving complex technical principles, due to the lack of professional knowledge, it is impossible to help students solve technical problems, which affects the promotion of the project. (2) Serious lack of practical experience: although teachers master the theoretical knowledge of pedagogy, explaining the content is easy for students to understand and absorb, but they generally lack the actual work experience in the enterprise and entrepreneurial practice, teaching often can only be limited to books, mechanical explanation of theoretical knowledge. Take the content teaching of venture financing as an example, because teachers have no real financing experience, it is difficult to share practical cases and practical operation skills with students, which makes the teaching content empty and fails to let students truly understand the key points and realistic challenges of venture financing. These two types of teachers lack both educational theories and professional skills, and it is difficult to form a positive interaction with students in the teaching process, resulting in the overall low professional level of innovation and entrepreneurship teachers, which seriously affects the quality of innovation and entrepreneurship education.^[5]

3.3 Imperfect practical teaching system

There are significant differences between innovation and entrepreneurship education courses and traditional theoretical courses, and its practicality is the most prominent basic feature. Neither the design of teaching content nor the construction of teaching mode can copy the theoretical curriculum, but need to rely on a large number of practical activities as a strong support. However, the private colleges and universities are faced with the dilemma of the extreme shortage of practical activity resources when carrying out innovation and entrepreneurship education courses. It is mainly reflected in the following two aspects. (1) Lag in the construction of practical teaching platform: Due to the shortage of funds, limited resources and other factors, the construction process of innovation and entrepreneurship practice platform in private colleges and universities is slow, which has a negative impact on the overall construction of the curriculum system. Many schools have not yet set up specialized innovation and entrepreneurship laboratories, entrepreneurship incubation bases and other key practice facilities, resulting in the lack of places for students to simulate entrepreneurial practice and project incubation, unable to test and improve their own innovation and entrepreneurship ability in practice. Off-campus practice base cooperation is superficial: although some private colleges and universities have reached cooperation with enterprises to establish off-campus practice bases, the depth and breadth of cooperation are far from enough. Enterprises are less active in participating in the practice teaching of innovation and entrepreneurship in schools. When students go to the practice of enterprises, most of them only stay at the visit level, and it is difficult to truly participate in the operation process of actual projects. This makes the off-campus practice base fail to give full play to its due role, unable to provide students with in-depth learning and practice opportunities, and also limits students' understanding and grasp of the actual operation of enterprises and market needs.^[6]

4 Construction path of innovation and entrepreneurship education curriculum system in private colleges and universities

When constructing the curriculum system of innovation and entrepreneurship education, private colleges and universities should take helping students grasp the knowledge of entrepreneurship as the foundation. At the same time, it is necessary to effectively improve the practical ability of students as the core goal, through all kinds of practical activities, so that students will apply the knowledge to the practice, exercise and grow in practice, and then comprehensively improve the personal quality of students. Through reasonable curriculum, teacher construction and resource integration, private colleges and universities can effectively improve the quality of innovation and entrepreneurship education and continuously train more innovative talents to meet the needs of the development of The Times.

4.1 Optimize the curriculum

After long-term development, private colleges and universities have stood at a new historical starting point and need a strong driving force to open a new round of reform. Taking innovation and entrepreneurship education as the starting point to promote the high-quality development of college professional education has become a key breakthrough in the reform of teaching construction in private colleges and universities. Therefore, it also highlights the importance and urgency of curriculum optimization. In the construction and optimization of private college curriculum, it mainly includes

the following two key aspects. (1) Establish a multi-level curriculum system, including basic courses, professional integration courses, practical courses, elective courses, school-enterprise cooperation courses. Schools should comprehensively and systematically incorporate innovation and entrepreneurship education into the teaching plan and credit system of professional education and cultural quality education, and build a three-dimensional innovation and entrepreneurship education curriculum system with distinct levels, rich content and mutual support. This not only requires the deep integration of innovation and entrepreneurship courses and professional curriculum system to achieve seamless docking of knowledge, but also emphasizes the organic connection between innovation and entrepreneurship practice activities and professional practice teaching, ensuring that students closely combine theory and practice in the learning process, and truly improve students' comprehensive literacy and employment competitiveness. (2) Enrich the course content. First, the introduction of cutting-edge cases: keep up with the pace of The Times, timely update the course content, and actively introduce the latest successful cases of innovation and entrepreneurship in the industry. For example, in the process of in-depth analysis of the entrepreneurial process and unique innovation mode of emerging enterprises such as Bytedance, students are allowed to understand the latest trends and development trends of the industry in real time, and stimulate students' innovative thinking and entrepreneurial inspiration. The second is the interpretation of integrated policies: increase the interpretation of innovation and entrepreneurship related policies, covering various support policies such as tax incentives and entrepreneurship subsidies, to help students fully understand the entrepreneurial environment and policy support, reduce the threshold and risk of entrepreneurship, and enhance students' entrepreneurial confidence. The third is to highlight professional characteristics: private colleges should give full play to their own professional advantages, combined with professional characteristics, targeted development of innovation and entrepreneurship courses. These courses are designed to help students change their ideas about employment and stimulate their entrepreneurial awareness and enthusiasm. For example, courses such as "Innovation Methodology" and "Entrepreneurship Education for College Students" are set up and incorporated into the talent training plan, so as to closely integrate innovation and entrepreneurship education with professional talent training and provide strong support for students' future development.^[7]

4.2 Strengthen the construction of teaching staff

In the field of innovation and entrepreneurship education practice, a professional team of teachers is the core element to promote the smooth implementation of education and achieve remarkable results. For private colleges and universities, it is urgent to vigorously promote the professional construction of innovation and entrepreneurship teachers, which is not only related to the improvement of education quality, but also closely related to the future career development of students. Building a team of full-time and part-time high-quality innovation and entrepreneurship teachers can mainly be carried out from the following two key dimensions. (1) Diversity of teacher recruitment. One is to attract multidisciplinary talents: In order to fundamentally improve the quality and influence of innovation and entrepreneurship education, private colleges and universities should actively introduce teachers with multi-disciplinary backgrounds. Teachers of both science and engineering and liberal arts can inject new vitality into innovation and entrepreneurship education. The second is to deepen school-enterprise cooperation and introduce practical elites: private colleges and universities should establish close cooperative relations with enterprises and hire senior managers and successful entrepreneurs with rich practical experience in enterprises as part-time teachers. (2) Teacher training and capacity improvement. One is to carry out systematic professional training: organizing teachers to participate in relevant training of innovation and entrepreneurship education on a regular basis is an important way to improve teachers' teaching ability. The training content covers many fields such as innovation and entrepreneurship teaching methods and industry cutting-edge knowledge, helping teachers to constantly update their educational concepts, master the latest teaching skills, improve professional literacy, and comprehensively improve their teaching level. The second is to encourage teachers to conduct temporary training in enterprises: In order to make teachers better combine theory with practice, private colleges and universities should actively arrange teachers to conduct temporary training in enterprises. Every year, some teachers are selected to go deep into the enterprise and participate in the actual project operation for six months to one year. Through the practice in the enterprise, teachers can personally feel the pulse of the development of the industry, accumulate rich practical experience, and integrate these experiences into daily teaching, so as to make the teaching content more vivid and practical, and cultivate innovative and entrepreneurial talents who are more in line with the market demand.^[8]

4.3 Improve the practical teaching system

In the curriculum system of innovation and entrepreneurship education in private colleges and universities, perfecting the practical teaching system is the very key core support. This is mainly reflected in the following two important aspects. Strengthen the construction of on-campus practice platforms: First, build innovation and entrepreneurship laboratories:

private universities need to invest special funds for the construction of fully functional innovation and entrepreneurship laboratories. The laboratory is equipped with advanced experimental equipment and professional software to create a good hardware environment for students to innovate and practice. For example, by building a 3D printing lab, students can quickly transform their ideas into physical models and effectively validate innovative ideas; The virtual simulation laboratory allows students to carry out complex experiments in a virtual environment, reducing the cost and risk of experiments, and helping students to carry out various innovative projects. The second is to build a business incubator base: the establishment of an on-campus business incubator base is crucial, which provides students with comprehensive support such as site, capital and technology for their business projects. For the projects settled in the incubation base, professional mentors will be arranged to provide whole-process guidance, and real-time tracking services will be provided to timely solve the problems encountered in the process of project promotion, so as to effectively improve the incubation success rate of the project and help students turn their entrepreneurial dreams into reality. Deepen the cooperation of off-campus practice bases.

Private colleges and universities should adhere to the concept of school-enterprise collaborative education, in accordance with the ideas of jointly formulating talent training standards and programs, jointly carrying out curriculum and teaching materials construction, creating full-time and part-time integrated teaching teams, jointly building practice and training bases and jointly implementing quality assurance measures, so as to realize the close connection between practical teaching system and enterprise production, so that students can receive training in a real industrial environment. Specific measures are as follows: First, establish a deep cooperation mechanism: sign a deep cooperation agreement with enterprises to clarify the rights and obligations of both sides in innovation and entrepreneurship practice teaching. The company provides students with real project practice opportunities, so that students can contact the actual work content of the forefront of the industry; The university relies on professional talents and scientific research resources to provide talent support and technical services for enterprises to achieve mutual benefit and win-win situation.

The second is to carry out industry-university-research cooperation projects: actively encourage teachers to cooperate with enterprises to carry out industry-university-research projects, and lead students to participate in the research and development and promotion of projects. For example, the school cooperates with local agricultural enterprises to carry out agricultural product e-commerce innovation and entrepreneurship projects, and students are deeply involved in key links such as market research, e-commerce platform construction, and marketing promotion of the project. Through such practice, students can not only apply what they have learned in practice, but also continuously improve their innovation and entrepreneurship ability in the project, and accumulate rich experience for future career development.^[9]

5 Conclusions

From the above research, it can be seen that the curriculum system construction of innovation and entrepreneurship education in private colleges and universities is a complex and systematic project, which needs to be explored in an all-round and multi-dimensional way, covering key areas such as the refinement of curriculum Settings, the professionalization of teachers and the improvement of practical teaching system. First of all, we should optimize the curriculum and build a well-structured and diverse curriculum system to meet the learning needs and development directions of different students.

Secondly, we should focus on strengthening the construction of teachers, and effectively improve the teaching level and practical ability of teachers by carrying out professional training and encouraging teachers to participate in enterprise practice, so that they can provide students with more targeted and practical guidance. In addition, improve the practical teaching system, build a diversified practice platform, strengthen cooperation with enterprises, entrepreneurial parks, etc., to provide students with rich practical opportunities, so that students can accumulate experience and improve their ability in actual operation.

Through these measures, we can better build a scientific and perfect curriculum system of innovation and entrepreneurship education, significantly improve the quality of innovation and entrepreneurship education in private colleges and universities, effectively promote the in-depth development of innovation and entrepreneurship education, provide students with more comprehensive and efficient innovation and entrepreneurship education, and cultivate more high-quality talents with innovation and entrepreneurship spirit and practical ability. Fully meet the urgent needs of social and economic development.

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