

Research on the Path of Innovation and Entrepreneurship Education for Liberal Arts Majors in Application-oriented Universities under the Background of New Liberal Arts Construction

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ABSTRACT

Strengthening the innovation and entrepreneurship education of liberal arts majors is helpful to build an innovation and entrepreneurship education system with the characteristics of liberal arts majors, improve the employability of college students, and cultivate more innovative talents. Based on the current situation of innovation and entrepreneurship education for liberal arts majors in colleges and universities, this paper will comprehensively review the effectiveness of innovation and entrepreneurship education for liberal arts majors in colleges and universities, sort out the advantages and disadvantages of theoretical and practical teaching of innovation and entrepreneurship, and then implement the concept of "OBE" based on the circular talent training model of "course, research, training and competition", and combine the construction of engineering training centers and improvement of content to implement the three-dimensional shaping model of "industrial training, industrial manufacturing, industrial innovation" engineering talents. In this process, the focus is on the output of innovation and entrepreneurship education in liberal arts majors, with art as the main focus, so as to promote the implementation of the national goal of new liberal arts construction, and promote the improvement of the quality of talents training in various majors of liberal arts in Shaanxi Fashion Engineering University.

KEYWORDS

New liberal arts; Application-oriented universities; Innovation and entrepreneurship education; Quality improvement

At present, there are problems in the innovation and entrepreneurship education of liberal arts majors in colleges and universities, such as a lack of educational concept and consciousness of innovation and entrepreneurship, outdated curriculum and insufficient practice, inadequate school-enterprise cooperation with limited depth and breadth, and single evaluation means and short-term evaluation, which are not conducive to cultivating application-oriented innovative talents. Based on this, it is necessary to explore ways to improve the quality of innovation and entrepreneurship education for liberal arts majors in application-oriented universities under the background of new liberal arts construction.

1 The Practical Significance of Strengthening Innovation and Entrepreneurship Education of Liberal Arts Majors Under the Background of New Liberal Arts

Construction

1.1 Help to Build an Innovation and Entrepreneurship Education System with the Characteristics of Liberal Arts Majors

College students majoring in liberal arts and science have obvious differences in the knowledge structure, thinking mode and skill application. Therefore, in the context of new liberal arts construction, it is necessary to break the traditional thinking mode of liberal arts, promote the cross-influence and deep integration of various disciplines, such as liberal arts and science, liberal arts and engineering course, and liberal arts and art, and actively explore new rules and paths for the reform, development and construction of liberal arts. It is helpful to form an innovation and entrepreneurship education system that conforms to the characteristics of liberal arts majors and adapts to the growth law of liberal arts major students, enhance the uniqueness of innovation and entrepreneurship education of liberal arts majors, expand the practice of innovation and entrepreneurship education of liberal arts majors, further improve the pertinence of education, and cultivate the innovation and entrepreneurship ability of liberal arts major students^[1].

1.2 Improve the Employability of College Students and Cultivate Innovative Talents

Training innovative talents is an inherent requirement and an important measure for building an innovative country. Application-oriented universities, as the main places and bases for cultivating practical talents, continue to deepen the reform of innovation and entrepreneurship education, form a new talent training mechanism oriented by innovation and entrepreneurship, create basic conditions for the training of innovative talents, so as to continuously deliver high-quality application-oriented talents to the society and the country, and provide sufficient and powerful talent support for socialist construction.

2 Current Situation of Innovation and Entrepreneurship Education for Liberal Arts Majors in Application-oriented Universities

2.1 Lack of Education Concept and Innovation and Entrepreneurship Awareness

At present, some colleges and universities pay too much attention to the teaching of professional courses, but pay insufficient attention to innovation and entrepreneurship education. They do not incorporate innovation and entrepreneurship education into talent training programs and execution plans, and the construction of innovation and entrepreneurship education mechanism is not perfect, which cannot provide basic support for the practice of students' innovative thinking and entrepreneurial ability. As a result, it is impossible to cultivate students' awareness and ability of innovation and entrepreneurship, and students' subjective initiative for innovation and entrepreneurship is poor, and do not really realize the importance and necessity of innovation and entrepreneurship.

2.2 Outdated Curriculum and Insufficient Practice

Innovation and entrepreneurship education course is different from most professional knowledge courses, with obvious openness, and belongs to strong practical courses. The course should pay attention to the integration of theory and practice, but in the actual teaching process, there are often two common states.

The first state is that the content of the innovation and entrepreneurship education course itself

lags behind, the proportion of theoretical teaching hours is too heavy, and even the practical links are missing. For example, the innovation and entrepreneurship education of most majors, such as pedagogy, management, and art, faces problems such as insufficient integration of practice and theory and inadequate practical ability of students. Knowledge content follows the old theoretical knowledge system to carry out teaching, which is inconsistent with the actual development of the major. For example, the practical skills training, practical space and physical supply of innovation and entrepreneurship courses are insufficient, and students lack platforms and opportunities to participate in innovative practical exercise. They cannot transform and apply the theories they have learned into practical work, and their practical ability is poor.

The second state is that the innovation and entrepreneurship courses are not sufficiently related to majors, and the degree of integration between majors and innovation and entrepreneurship is low, which is subject by the objective limitations of the insufficient knowledge structure and teaching experience of course teachers, and lack of diversity in teaching materials and contents, resulting in the lack of professional pertinence and practical orientation of the innovation and entrepreneurship course, low learning interest of most major students, and poor actual effect of the innovation and entrepreneurship course. On the other hand, teachers of professional courses do not pay much attention to innovative thinking and entrepreneurial ability. In the course teaching process, they are confined to professional fields, pay insufficient attention to students' innovation and entrepreneurship projects and outcomes, and have inadequate guidance on students' innovation and entrepreneurship.

2.3 Insufficient School-enterprise Cooperation, with Limited Depth and Breadth

Although some colleges and universities have established cooperative relations with territorial industries or enterprises, the depth and breadth of cooperation are limited due to the differences in interest demands, starting points and landing points of the two sides, which are reflected in the lack of connection in the training goals, training concepts and practical cooperation of the two sides in the training of innovative and entrepreneurial talents for liberal arts majors. For example, the setting of talents training goals and teaching goals of colleges and universities is based on students' examination and assessment, process training and systematic growth, while enterprises are focused on production capacity, efficiency and benefits and pay more attention to students' practical ability, adaptability and innovation ability in talent cultivation. There are differences between the two sides in terms of talents training goals, methods, time and systems, which also affect the in-depth cooperation between the two sides.

2.4 Single Evaluation Means and Short-term Evaluation

On the one hand, when evaluating students' learning results, colleges and universities often use paper exams and evaluations to test students' mastery of innovation and entrepreneurship knowledge. Such evaluation means are single, and the evaluation results cannot fully reflect students' practical ability and comprehensive quality of innovation and entrepreneurship, and the scientific and accuracy of the results need to be further improved. On the other hand, local colleges and universities only take the employment data of students in a short period after graduation as an index to evaluate and measure the quality of talent training, pay less attention to the follow-up entrepreneurial development of entrepreneurial students and employed students, and have insufficient understanding of the long-term nature of innovation and entrepreneurship.

3 Optimization Strategies of Innovation and Entrepreneurship Education for Liberal Arts Majors in Application-Oriented Universities Under the Background of New Liberal Arts Construction

3.1 Innovate Teaching Concepts and Cultivate Innovative Consciousness

Under the background of new liberal arts construction, innovation and entrepreneurship education for liberal arts majors in application-oriented universities should emphasize the dominant role of students in teaching, make students clear the important value and significance of innovation and entrepreneurship education, and guide students to establish correct career views and entrepreneurship views, so as to cultivate students' innovation consciousness and entrepreneurial ability. In addition, colleges and universities should timely innovate teaching concepts, introduce students' innovation and entrepreneurship education into talent training programs and plans in the whole process, build a systematic, scientific and perfect innovation and entrepreneurship education system, pay attention to the construction of innovation and entrepreneurship education ecosystem, improve the systematicity and standardization of innovation and entrepreneurship education, and achieve the sustainable development. In addition, colleges and universities should also increase the construction of teachers with both innovative and entrepreneurial abilities, optimize the training environment for innovative and entrepreneurial talents, integrate the spirit of innovation, pragmatism and courage to explore into the academic atmosphere and school spirit construction, and imperceptibly cultivate students' innovation and entrepreneurship consciousness and make it become a thinking habit and a learning mode of students.

3.2 Optimize the Curriculum and Improve the Curriculum System

The curriculum related to innovation and entrepreneurship will be enriched. Colleges and universities should increase the curriculum with innovative and entrepreneurial elements according to the needs and feedback of students, such as entrepreneurial management, innovative thinking, entrepreneurial practice and integration courses of major, innovation and entrepreneurship. For senior students, professional entrepreneurship case sharing, flipped classroom, business (SYB) series of courses should be set up to provide personalized entrepreneurial project guidance, and through the entrepreneurial face to face, project diagnosis and other forms to improve students' understanding and practical ability of innovation and entrepreneurship^[3]. At the same time, innovation and entrepreneurship courses with professional characteristics should be set up in combination with students' majors, so as to further stimulate students' interest in learning and enhance the pertinence and effectiveness of course teaching. For example, the tourism management major can meet the needs of local cultural tourism industry, and integrate the content of art, information technology and literature disciplines to form interdisciplinary courses including smart tourism management and consulting, exhibition project management, etc., and improve the curriculum system. At the same time, colleges and universities should continue to pay attention to the entrepreneurial situation of graduate students, understand their subsequent development, and take it as an indicator of the employment and entrepreneurial evaluation of college graduates, so as to stimulate the enthusiasm of teachers and students in teaching and studying. In addition, the entrepreneurial situation of graduate students can be used as the actual cases and auxiliary materials in the teaching process of professional innovation and entrepreneurship to analyze the reasons for the success and failure of entrepreneurship, so that students can avoid these problems in the future entrepreneurial projects and learn the favorable experience.

3.3 Deepen School-enterprise Cooperation and Promote the Integration of Industry and Education

It is necessary to strengthen the school-enterprise cooperation to incubate student projects, focus on supporting services for entrepreneurial students, build open and fault-tolerant innovation and entrepreneurship spaces, entrepreneurial nurseries and other venues for college students, and provide venues, technology and financial support for the innovation and entrepreneurship of liberal arts students in application-oriented universities. At the same time, the universities and enterprises should cooperate to carry out practical teaching and innovation and entrepreneurship education, in order to improve students' practical ability and innovation awareness, and provide excellent talent resources for enterprises. At the same time, under the guidance of the OBE concept, colleges and universities should cooperate with local relevant enterprises, organizations and institutions to make efforts in the formulation of talent training programs, goal setting, practical cooperation, etc., in order to achieve the connection of the industrial chain, education chain, talent chain and innovation chain, and then promote the integration of industry and education and the innovation of talent training.

3.4 Innovate Teaching Methods and Strengthen Practical Teaching

On the one hand, it is necessary to set up projects dedicated to liberal arts students such as seedling cultivation, team acquisition and construction, achievement cultivation, incubation and transformation in the engineering training center, innovation and entrepreneurship incubation center and other venues, and adopt innovative teaching methods, such as case teaching, project-driven teaching, flipped classroom and other diversified teaching methods, to improve the teaching effect and teaching quality, thus cultivating more outstanding talents with innovative ability and practical ability.

On the other hand, it is necessary to strengthen the practical teaching and actively carry out practical activities. Colleges and universities can actively organize and hold entrepreneurial challenges and extracurricular academic science and technology works competitions, invite outstanding graduates to share their entrepreneurial stories to teach students entrepreneurial experience, expand students' learning horizons, help students understand the entrepreneurial process and rules, and enable students to have a richer experience in innovation and entrepreneurship, so that students can realize the full connection between theory and practice. In addition, colleges and universities should continue to encourage and guide different majors and departments, such as the art department, the management department, to carry out cross-field and interdisciplinary project cooperation, as well as the integration of innovation and entrepreneurship team members in liberal arts, engineering, and science majors, so that students of all majors can give full play to their professional advantages, create and design more valuable and innovative projects and products, and enhance their abilities of cooperation and practical hands-on operation.

4 Conclusion

The education of innovative and entrepreneurial talents for liberal arts majors in colleges and universities is an important way to cultivate innovative and application-oriented talents and relieve the employment pressure of liberal arts students. In this regard, colleges and universities should constantly innovate teaching ideas and cultivate innovative consciousness, optimize the curriculum and perfect the curriculum system, strengthen the construction of teaching staff, deepen the school-enterprise cooperation and promote the integration of industry and education, and innovate

teaching methods and implement long-term evaluation, so as to build a new talent training system for liberal arts majors in colleges and universities under the background of new liberal arts, and improve the quality of innovation and entrepreneurship education and the level of talent training.

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