

# Exploring the Construction Path of Innovation and Entrepreneurship Education Guidance System in Applied Undergraduate Universities from the Perspective of Double Innovation Competition

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## Abstract

In recent years, with the country's emphasis on college students' innovation and entrepreneurship, competitions such as the Internet plus Competition and the Challenge Cup China College Students' Entrepreneurship Plan Competition have become important carriers and platforms for deepening innovation and entrepreneurship education reform in China. Cultivating talents with innovative qualities, entrepreneurial awareness, and creative ability has become an important part of talent cultivation in applied undergraduate universities. The article takes the perspective of the Double Innovation Competition to analyze the characteristics of innovation and entrepreneurship education in applied undergraduate universities, identify the problems in innovation and entrepreneurship education, and explore the construction path of the guidance system for innovation and entrepreneurship education in applied undergraduate universities.

## Keywords

Applied Undergraduate Universities, Innovation and Entrepreneurship Education, Guidance System.

## 1. Introduction

In recent years, the Central Committee of the Communist Party of China has repeatedly issued important instructions, calling for accelerating the reform of the education system, focusing on cultivating students' innovative spirit, and cultivating a large-scale, innovative, and risk-taking team of innovative and entrepreneurial talents. Some high-level entrepreneurship and entrepreneurship competitions have become important carriers and platforms for deepening innovation and entrepreneurship education reform in China, and these competitions have become important channels for guiding college students to promote modernization construction, and are the innovation cradle for outstanding young talents to stand out. It has also promoted the transformation of scientific and technological achievements in universities into real productive forces, making positive contributions to economic and social development. Deepen the practical classroom of quality education in universities. A large number of high-quality projects with high technological content, great market potential, and good social benefits have emerged through competitions. Innovation leads entrepreneurship and entrepreneurship drives employment, fully reflecting the ability and effectiveness of education in serving economic and social development.

## **2. The Characteristics of Innovation and Entrepreneurship Education in Applied Undergraduate Universities from the Perspective of Double Innovation Competition**

Various entrepreneurship and entrepreneurship competitions are practical platforms for college student innovation and entrepreneurship education, as well as carriers for implementing personalized training and project-based learning. Through various competitions, we can also see the different characteristics of applied undergraduate universities carrying out various forms of innovation and entrepreneurship education[1].

### **2.1. Combining entrepreneurship and innovation education with the characteristics of universities**

At present, there is no unified entrepreneurship and entrepreneurship education model or series of courses in applied undergraduate universities. Most universities combine their own school characteristics and talent cultivation models to carry out diversified education models, teaching content, curriculum systems, etc. with their own school characteristics. Breaking the traditional education stereotypes, teaching according to individual needs, with the goal of enhancing the innovation and entrepreneurship abilities of college students, and carrying out various forms of entrepreneurship and entrepreneurship education.

### **2.2. Combining Theory and Practice of Entrepreneurship and Entrepreneurship Education**

While conducting theoretical education on entrepreneurship and innovation in various universities, they also attach importance to the combination of practical education. The ultimate goal of entrepreneurship and entrepreneurship education is to enable students to innovate and start businesses outside the school gate. Therefore, universities need to break through various boundaries such as disciplines and disciplines, scientific research and teaching, project research and talent cultivation, and build practical platforms, encourage participation in competitions, school base incubation[2], and other practical methods, so that innovative practical education can be deeply promoted in the integration of science and education, industry and education, and specialty innovation. The perfect combination of theory and practice can achieve the ideal teaching effect of university entrepreneurship education.

### **2.3. Combining entrepreneurship and innovation competitions with incentive policies**

Applied undergraduate universities set up different types of encouragement and support policies to encourage college students to actively participate in various entrepreneurship and innovation competitions. For example, students who have won the national competition will be included in the school's selection index system for recommended candidates, and the qualification of pursuing master's degree without examination will be recommended; Incorporate the awards of national and provincial competitions into the evaluation system of student national scholarships, academic scholarships, and other awards, and appropriately increase the scoring weight of national and provincial gold awards in the evaluation system of awards and excellence; Priority will be given to award-winning projects from provincial competitions or above to settle in university innovation and entrepreneurship incubation bases, and students will enjoy relevant preferential policies such as support funds from the Entrepreneurship Foundation. This approach motivates students to participate in various competitions.

### **3. The Problems of Innovation and Entrepreneurship Education in Applied Undergraduate Universities from the Perspective of Double Innovation Competition**

Through comprehensive practical activities such as entrepreneurship and entrepreneurship competitions, it is reflected from different aspects that there are still some problems and shortcomings in the process of cultivating innovative and entrepreneurial talents in applied undergraduate universities. Relevant measures need to be formulated to promote rectification.

#### **3.1. The concept of innovation and entrepreneurship education needs to be improved**

Due to the country's emphasis on innovation and entrepreneurship among college students, various entrepreneurship and entrepreneurship competitions have been held one after another to create practical platforms for college students. Universities actively promote the competition, encourage students to participate, and provide training and other related guidance during the competition period. However, relying solely on short-term targeted training and guidance is far from enough. This result will lead to participating students only setting up projects, "writing" projects rather than "doing" projects, and their awareness of innovation and entrepreneurship needs to be improved, which has become a problem for many university students participating in innovation and entrepreneurship competitions. Universities have not integrated innovation and entrepreneurship into disciplinary construction, which has not been reflected in their training plans. Many universities still follow the traditional research-based training method when formulating talent training plans, so students lack support from entrepreneurship and professional disciplines during competitions[3].

In addition, college students themselves lack a strong sense of innovation and entrepreneurship. They compete for the sake of competition, not for entrepreneurship, which is also an important reason why many participating projects only have ideas but cannot be implemented.

#### **3.2. The innovation and entrepreneurship curriculum system is not complete enough**

We can see from the survey questionnaires collected by ten universities that many universities have not established a complete innovation and entrepreneurship curriculum system. Most schools only offer a single entrepreneurship course or lecture for innovation and entrepreneurship education, and the establishment of these courses or lectures is only to popularize the theoretical knowledge of innovation and entrepreneurship among college students. However, due to the lack of a mature curriculum system for reference and reference, the courses offered have phenomena such as reading according to the textbook, outdated teaching content, and fragmented course content, resulting in a situation where form outweighs content. Therefore, most students only regard it as a tedious and optional course, without fundamentally stimulating their learning motivation. The course does not integrate entrepreneurial knowledge, entrepreneurial concepts, basic entrepreneurship education, entrepreneurial abilities with professional education. There are also no management or economics courses related to entrepreneurship and entrepreneurship based on professional knowledge. There is no three-dimensional and diversified innovation and entrepreneurship curriculum system that complements and combines cultural courses, professional courses, and innovation and entrepreneurship courses. The overall effect of offering innovation and entrepreneurship education courses is not ideal.

### **3.3. Limited professional abilities of innovation and entrepreneurship teachers**

The teaching staff of innovation and entrepreneurship courses have limited professional abilities. Entrepreneurship and entrepreneurship education is a comprehensive discipline that integrates economics, management, innovation education, and related professional knowledge. It not only focuses on theoretical teaching, but also emphasizes entrepreneurial practical abilities[4]. Some teachers still use traditional educational concepts and neglect the cultivation of students' thinking and innovative abilities. Most teachers lack sufficient innovation training and entrepreneurial awareness, and their ability to guide students in innovation and entrepreneurship is limited. Most of them are not familiar with the operation and management of enterprises, and their teaching is mostly theoretical, lacking solid entrepreneurial practice guidance ability. They cannot explain the actual operation process that meets the needs of social and industry development, and cannot gain the recognition of students.

In addition, the structure of the teaching staff is unreasonable and the number of teaching staff is insufficient. Fully carrying out innovation and entrepreneurship education requires sufficient teaching staff, and project-based teaching mode is more conducive to the output of results, which significantly increases the demand for innovation and entrepreneurship teachers. Moreover, in reality, many entrepreneurship and entrepreneurship teachers in some universities are part-time teachers, and backbone teachers with dual abilities in professional education and entrepreneurship education are even rarer.

### **3.4. Innovation and entrepreneurship practice platforms need to be strengthened**

Innovation and entrepreneurship education must attach importance to the cultivation of practical abilities among college students, so the construction of practical platforms is particularly important. To create a "walking classroom" and build a practical platform with high utilization and strong timeliness, it is necessary to invest significant funds and provide guidance for professional construction in order to stimulate new vitality for innovation and entrepreneurship education in universities. The survey questionnaire reflects that although universities have built targeted competition practice bases, maker centers, and student project incubation bases, the utilization rate is not high, and college students do not clearly feel the help of these practice platforms for their innovation and entrepreneurship projects. The guidance for innovation and entrepreneurship education for college students emphasizes theoretical teaching, lacks practicality, low execution ability, and poor practical results. We should also fully leverage the role of on campus practice platforms such as university science and technology parks, college student entrepreneurship parks, and college student maker spaces, collaborate with relevant industry enterprises to build a number of off campus college student entrepreneurship and entrepreneurship practice teaching bases, implement innovation and entrepreneurship training plans, improve the transformation mechanism from training projects to competition projects, and fully tap into reserve projects to participate in various levels of competition activities.

## **4. Construction Path of Innovation and Entrepreneurship Education Guidance System for Applied Undergraduate Universities Based on the Perspective of Double Innovation Competition**

The innovation and entrepreneurship education in application-oriented undergraduate universities is still in the exploratory stage. Based on the perspective of entrepreneurship and entrepreneurship competitions, through questionnaire surveys and interviews with entrepreneurship and entrepreneurship guidance teachers, the author integrates some

thoughts to explore the construction path of the innovation and entrepreneurship education guidance system in universities:

#### **4.1. Improve the concept of innovation and entrepreneurship education**

At present, most applied undergraduate universities only attach importance to innovation and entrepreneurship education for college students by offering general courses, but the concept of innovation and entrepreneurship education has not been improved. Some college students have a biased understanding of innovation and entrepreneurship education, manifested in "writing projects rather than doing them" and "competing for the sake of competition.". To truly change the current situation, the goal should not be to win awards in the entrepreneurship and entrepreneurship competition, but to use it as a practical platform for innovation and entrepreneurship education, as a tool and carrier, to improve the practicality and effectiveness of entrepreneurship and entrepreneurship education. Integrate professional education with innovation and entrepreneurship education, and match talent cultivation with social needs. Emphasize the cultivation of innovative and entrepreneurial talents with multiple abilities and comprehensive development, and continuously improve the quality of talent cultivation.

The "Internet plus" innovation and entrepreneurship contest, the Challenge Cup China College Students Entrepreneurship Plan Competition, the "Youth Creation" National College Students Entrepreneurship Competition and other mass entrepreneurship and innovation contests are the best practice platforms for college students, which help to cultivate their innovative and entrepreneurial thinking and improve their ability to solve problems. To enhance the concept of innovation and entrepreneurship education, undergraduate universities should take moral education as the foundation, optimize talent training programs, integrate entrepreneurship and entrepreneurship education into the entire process of talent training, and integrate the concept and content of innovation and entrepreneurship education into professional education, fundamentally improving the original intention of college students in innovation and entrepreneurship. In addition, according to the talent needs of society and the job requirements of enterprises, cultivate students' practical and innovative abilities.

#### **4.2. Establishing a diversified innovation and entrepreneurship curriculum system**

The establishment of an innovation and entrepreneurship education guidance system requires a complete and diversified curriculum system, including basic theoretical courses on innovation and entrepreneurship, financial courses such as economic management, and comprehensive practical courses; And present diverse and diverse course content in the second classroom, elective and other course systems; Carry out relevant training and activities to cultivate students' awareness and spirit of innovation and entrepreneurship; Special guidance from the perspective of entrepreneurship and entrepreneurship competitions: writing entrepreneurial plans, knowledge and application of finance and financing, and how to implement project conversions; In order to better test the feasibility of innovation and entrepreneurship projects, the school conducts comprehensive practical courses such as applied scientific research projects and competitive competitions, effectively stimulating students' innovative thinking, deepening innovation awareness, and effectively enhancing their innovation and entrepreneurship abilities[5].

To dispel students' concerns that innovation and entrepreneurship may render their studies useless, and to help college students find projects that can be used for entrepreneurship, innovation and entrepreneurship education should be designed at the top level, combining professional education with innovation and entrepreneurship education. This approach can be reflected in the training programs of each major. Innovation and entrepreneurship education courses are refined according to the major, and basic courses related to innovation and

entrepreneurship education in each major are compulsory courses. In terms of teaching methods and content, it can guide students to brainstorm, brainstorm, exert divergent thinking ability, creativity, cooperation ability, etc., and combine theoretical knowledge of the major with practical knowledge of innovation and entrepreneurship, To develop innovative and entrepreneurial projects that are suitable for one's major, only in this way can students truly learn by doing, learn by doing, and turn projects into achievable and practical content. The teacher who teaches the course can be a teacher with practical experience in innovation and entrepreneurship in their major, broadening the horizons of students and guiding them to innovate and practice according to their major.

### **4.3. Strengthen the professional abilities of innovation and entrepreneurship teachers and establish excellent innovation and entrepreneurship teaching teams**

The teaching staff for innovation and entrepreneurship courses are weak, with the majority being professional course teachers. Although they have solid and systematic professional theoretical knowledge, they lack practical experience and expertise in entrepreneurship and entrepreneurship education. Even full-time innovation and entrepreneurship teachers lack corresponding work experience or practical experience. So these teachers often lack experience when encountering practical projects that require guidance in the actual teaching process. The direct manifestation is in the guidance of the entrepreneurship and innovation competition, where many student teams have innovative and unique ideas in their projects, but in the actual process of transforming results, they only stay at the conceptual level and fail to concretize their creativity.

So it is necessary to integrate multiple resources and form a professional innovation and entrepreneurship teaching team.

On the one hand, we will increase efforts to cultivate full-time teachers for innovation and entrepreneurship in the school itself. To strengthen the training of innovative and entrepreneurial practical abilities of full-time teachers, establish a mechanism for teachers to go to enterprises for on-the-job training, encourage full-time teachers to start businesses on the job, encourage teachers to actively participate in organizing and guiding students to carry out innovative and entrepreneurial activities, and enhance teachers' practical abilities through multiple channels. Combining professional theoretical knowledge with practical experience for teaching and work, co creating an innovative and entrepreneurial education approach that applies theory to practice. On the other hand, hiring external mentors for innovation and entrepreneurship enterprises, such as entrepreneurs[6], outstanding managers of enterprises and institutions, and outstanding entrepreneurs in various fields, can also invite outstanding innovation and entrepreneurship alumni to return to school and share entrepreneurial experiences and insights with younger students. These external mentors conduct teaching in the form of lectures, salons, and other forms.

At the same time, it is necessary to establish a dedicated and part-time innovation and entrepreneurship education teaching team that combines theoretical knowledge and practical abilities, on campus and off campus, and establish a strict and comprehensive assessment mechanism. Build a comprehensive innovation and entrepreneurship evaluation education system[7]. Establishing a reasonable evaluation mechanism can not only promote teachers to fully stimulate their enthusiasm for innovation and entrepreneurship education, but also constrain their teaching behavior, which is conducive to improving teaching quality. Such a professional teaching staff team will provide strong support and assistance for college students to independently carry out innovation and entrepreneurship practice activities, which is more conducive to the integration of theory with practice for college students to carry out innovation and entrepreneurship education related activities.

#### **4.4. Increase investment to expand the practical platform for innovation and entrepreneurship education in applied undergraduate universities**

While carrying out innovation and entrepreneurship education, application-oriented undergraduate universities should integrate high-quality resources both inside and outside the school, increase funding investment, and use school enterprise cooperation as the main model. Expanding practical platforms is one of the important ways to enhance students' innovation and entrepreneurship abilities.

Universities should establish diversified practical platforms, such as university maker centers, campus incubation bases for college students, and off campus entrepreneurship parks. In order to enhance the support for the incubation and investment docking of innovation and entrepreneurship projects for college students, it is recommended that college student entrepreneurship projects and enterprises settle in maker centers, on campus incubation bases, and off campus parks for incubation. In addition to ensuring basic hardware facilities, the base places more emphasis on strict and complete guarantee systems, and is equipped with professional entrepreneurship mentors to provide regular guidance for students, providing a complete incubation one-stop service for college students' innovation and entrepreneurship projects. Strengthening school enterprise cooperation and jointly building entrepreneurial practice bases are beneficial for increasing students' intuitive experiences. The joint application of teachers and enterprise technical personnel for teaching and research projects has guided students to actively participate, expanded their thinking depth, and improved their collaborative innovation ability, which has also played a significant role in transforming the results of student projects. So the construction of entrepreneurial parks and long-term cooperation between schools and enterprises are necessary conditions for innovation and entrepreneurship education in universities[8]. These high-quality platforms and collaborations provide college students with broader space and more opportunities for entrepreneurship.

In addition to the hardware practice platform support, actively using the "Internet plus" college students' innovation and entrepreneurship contest and other types of innovation and entrepreneurship contests as the competition practice platform is another way to expand the innovation and entrepreneurship education practice platform. In recent years, China has attached great importance to innovation and entrepreneurship education for college students, and organizing diverse college student innovation and entrepreneurship competitions has also driven the reform of innovation and entrepreneurship education in Chinese universities. The effect of "promoting education through competitions" is obvious. We need to make college students understand that they should not learn for the sake of participating in competitions, but should normalize the cultivation of innovation and entrepreneurship skills, understand how to use competitions to independently explore cutting-edge knowledge in the field of entrepreneurship, and help stimulate college students' innovative thinking.

In this process, innovation and entrepreneurship teachers should play the role of guides, respect the subject status of students, provide sufficient space and time, and enable college students to learn by doing, combining theoretical knowledge learned in the classroom with their own practical experience. When various innovation and entrepreneurship competitions are held, it is natural for them to form their ideal project content and showcase themselves on the platform with high quality. Universities can use the innovation and entrepreneurship competition as a starting point, adhere to the principle of "popularization on the surface and cultivation on the spot"[9], and establish a model of "innovation and entrepreneurship projects+innovation teams+innovation and entrepreneurship bases". At the same time, further improve the incentive mechanism for subject competitions, increase rewards for guiding teachers and participating students, and stimulate the enthusiasm of teachers and students to participate in competitions.

## 5. Conclusion

Innovation and entrepreneurship education is an important manifestation of quality education, and the college student innovation and entrepreneurship competition is an important practical platform for entrepreneurship and entrepreneurship education. Through competition to promote teaching and learning, the stage of innovation and entrepreneurship competition is used as a training platform for the comprehensive quality expansion of college students, optimizing talent training programs, promoting the construction of entrepreneurship and entrepreneurship courses, building a dual teacher team, building a practical platform, and fully promoting the development of innovation and entrepreneurship education in universities. Enhancing the innovation and entrepreneurship abilities of college students and contributing to the construction of the motherland.

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