

Research and Practice of Demand-Oriented Innovative and Entrepreneurial Talent Training Mode

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Abstract:

At present, China's economy, science and technology show a good state of development, the demand for talents began to show diversified characteristics, among which the demand for innovative and entrepreneurial talents is large, as the backbone of social development, universities must give targeted training of such talents, to build a relatively sound talent training mode. This paper will combine the actual situation to analyze the practice path of the innovative and entrepreneurial talent training mode under the demand guidance in detail, in order to provide reference for the future related work.

Keywords:

Demand-Oriented, Innovative and Entrepreneurial Talents, Training Mode Foreword

1. Introduction

Under the background of “mass innovation and mass innovation”, universities begin to take innovation and entrepreneurship as an important part of talent training. In order to improve the effectiveness of innovative and entrepreneurial talent training, colleges and universities must fully understand the specific needs of social development, and carry out the practice of innovative and entrepreneurial talent training mode oriented by the demand. Therefore, it is very necessary to analyze the practical path of innovative and entrepreneurial talent training mode under the actual guidance.

2. Necessity of Cultivating Innovative and Entrepreneurial Talents

2.1. It meets the needs of social development

The 21st century is an era of rapid development of economy and science and technology in China. In the face of the ever-changing social environment, the

competition pressure and employment pressure of college students have increased significantly. Only the compound talents with rich skills can gain greater advantages in the future development. In order to keep up with the pace of social development, colleges and universities must change their educational ideas and combine the background with the background of “mass innovation and innovation”. In this way, the objective needs of offline social development adapt, but also to improve the employment competitiveness of college students, is the inevitable result of multi-development [1].

2.2. It is an important opportunity for the development of colleges and universities

The progress of science and technology and industrial upgrading mark that China's social development has entered a new stage. The ability of innovation and entrepreneurship has also become an important standard to measure excellent talents, which is the quality that college students must have. Therefore, colleges and universities need to take the training of innovative and entrepreneurial talents as an important content, and implement various talent training means oriented by social needs, so as to better meet the needs of social development, improve the comprehensive strength of schools, and promote colleges and higher learning to keep pace with The Times, which is crucial for the sustainable development in the future.

3. Problems Existing in Cultivating Innovative and Entrepreneurial Talents in Colleges and Universities

3.1. Inadequate awareness of innovation and entrepreneurship education

From the current situation of innovative and entrepreneurship talents in colleges and universities, it is still facing the situation of insufficient educational cognition. From the perspective of students, most students take the relevant courses carried out by the school as a means to obtain credits, and they believe that there is no connection with their professional learning and future employment, and they do not have in-depth thinking on the knowledge content taught by teachers. From the school level, the management and teachers also lack positive cognition of innovation and entrepreneurship education. They usually complete the established work tasks according to the teaching requirements, without implementing educational means in combination with the current social needs, which affects the effectiveness of talent training [2].

3.2. The curriculum of innovation and entrepreneurship education is unreasonable

At present, the training of innovative and entrepreneurial talents in colleges and universities is mainly realized through “curriculum + practice”. From the perspective of curriculum design, it is still a basic course, with flexibility and lack of unified requirements, leading to the chaotic curriculum setting, and it is difficult to provide great support for talent training. In addition, theoretical knowledge occupies a large part of the course, the knowledge content is limited and the form is single, and it is difficult to achieve the course goal of cultivating students' innovation and entrepreneurship ability and consciousness.

3.3. There is a shortage of teachers for innovation and entrepreneurship education

Innovative and entrepreneurial talents are a new type of talents produced based on the development of The Times, which have high requirements for teachers'

comprehensive ability and quality. From the current situation of college education, “double type” teachers, the course teaching, practice interactive organization lack of rich experience, coupled with the teachers of national innovation entrepreneurship policy, as well as the current market demand oriented understanding is not high, it is difficult to give students in theoretical and practical teaching guidance, is now an important problem facing talent training.

3.4. Innovation and entrepreneurship education lacks practice

The cultivation of innovative and entrepreneurial talents is a process of combining theory with practice. That is to say, it is difficult to achieve good results with simple theoretical knowledge in the process of education. Only simultaneous theoretical and practical cultivation can enhance students' innovation and entrepreneurship ability and consciousness in a real sense [3]. However, in practical education, theory occupies the main position, and colleges and universities do not specifically provide more practical opportunities for students. As a result, students do not have rich experience, improve their ability slowly, and become theoretical innovative and entrepreneurial talents with only relevant knowledge, which is inconsistent with the current social development needs.

4. The Practical Strategy of Innovative and Entrepreneurial Talent Training Mode in Universities Under the Demand Guidance

4.1. Deep understanding of the connotation of innovation and entrepreneurship education

Connotation understanding is a top-down process. Only when university management pay attention to it, can teachers and students realize the necessity of innovation and entrepreneurship education and talent cultivation. First of all, innovative and entrepreneurial talents do not require students to innovate and start a business, but to cultivate consciousness. Even in the complex and changeable social environment, they can maintain a good sense of innovation and complete the work creatively. That is to say, innovative and entrepreneurial talents are excellent talents with “innovation” as the core and relevant qualities. Secondly, schools must have a new understanding of the cultivation of innovative and entrepreneurial talents based on the objective needs of social development, that is, guided by the social needs, simultaneously cultivate students' knowledge, skills and literacy, and achieve the three in one, so as to promote the all-round development of students. Finally, teachers should change their views based on the orientation of innovation and entrepreneurship education, understand the essence of “mass entrepreneurship and innovation” talent training, and then reflect it in class, so as to guide students to have a correct understanding of “mass entrepreneurship and innovation” education. Through this top to bottom way, create conditions and atmosphere for the training of mass entrepreneurship and innovation talents, so as to achieve better training results.

4.2. We will improve and optimize the courses for innovation and entrepreneurship education

Curriculum design is the key to talent training. Only by relying on effective education courses, can we effectively cultivate students' innovation and entrepreneurship ability, and lay a foundation for them to grow into "mass entrepreneurship and innovation" talents. This also puts forward higher requirements

for colleges and universities, based on the current social development of the demand oriented to optimize the education curriculum, improve the effectiveness of talent training [4]. First, clear course construction ideas, innovation entrepreneurship education is a for all students, with students, potential to mining, determine the course ideas, dealing with social industry demand and industry standards, integration, analysis of research data information, combined with the final result clear “double gen” talent training target, clear course ideas. Second, pay attention to the top-level design, form “general education + professional education + innovation entrepreneurship education + innovation entrepreneurship practice” teaching system, the total credits can be controlled in 10~12 points, in the specific education, colleges and universities should also as far as possible to provide students with innovative entrepreneurial practice platform, avoid “practice” become a mere formality. Thirdly, the double education and curriculum can be reflected in multiple teaching links, for example, it can be integrated in the talent training program, develop “double innovation” to form a unique training mode, and carry out school-enterprise cooperation and school-school cooperation, and provide necessary opportunities for the training to achieve a win-win situation.

4.3. We will strengthen teachers for innovation and entrepreneurship education

In college education, teachers play an important role as instructors and guides. If we want to improve the effectiveness of entrepreneurship and innovation education and strengthen the training of entrepreneurship and innovation talents, the construction of teachers also needs to be paid attention to. Especially under the background of the construction of “application-oriented universities”, the comprehensive strength and level of teachers themselves must be improved accordingly, so as to better meet the needs of talent training. As China is now in a critical period of economic development and industrial upgrading and transformation, the demand for talents has begun to develop in the direction of diversification. Only by dynamically understanding and mastering the market demand can teachers provide targeted guidance for students [5]. This requires teachers to pay close attention to the market changes and have a certain ability of research, practice and information integration. For this regard, colleges and universities must carry out targeted education and training work, train teachers' relevant qualities in this aspect, and incorporate them into the scope of performance assessment and professional title evaluation, so that teachers can independently conduct relevant learning, and then combine with the training organized by colleges and universities to improve their own education professionalism and enrich their practical experience. In addition, the integration of teachers, combined with the teachers own field and characteristics, course teaching redistribution, after the theoretical academic strong teachers, mutual cooperation with rich practical experience of teachers, form a teaching group, complete class teaching plan, together to carry out the double gen education, realize the reasonable allocation and utilization of teachers' resources.

4.4. Enrich innovation and entrepreneurship education practices

The essence of innovative and entrepreneurial talent training is that it requires students to have relevant abilities, and ability improvement can only be realized in practice. On the basis of optimizing the courses of mass entrepreneurship and innovation education, colleges and universities should carry out and organize some innovation and entrepreneurship competitions, which can be used as a plus point for

students to mobilize students' enthusiasm and enthusiasm. In order to improve the professionalism of the competition, professional teachers can also be arranged for the registered students to guide them, so that students can experience the happiness of innovation and entrepreneurship in a real sense, and lay a foundation for their better theoretical verification and practice. In terms of outside, the school can make full use of their own resources, recommend some innovation platform for students, enable students to access to other professional except the school, reliable platform, and to learn to the world, take the initiative to obtain information about the market demand, social demand, thus formed for their future career, development planning, provide platform for cultivating "double gen" talents.

5. Conclusions

To sum up, China has entered a rapid stage of development, and there is an urgent demand for innovative and entrepreneurial talents. As an important place for teaching and educating people, colleges and universities should cultivate innovative and entrepreneurial talents based on social needs. However, influenced by various factors, there are some problems, need through depth understanding of innovative entrepreneurship education connotation, improve the optimization of innovative entrepreneurship education courses, strengthen innovative entrepreneurship education teachers, innovative entrepreneurship education practice, promote the talent training mode practice, lay a foundation for talent training effectiveness.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Author Contributions

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