

Exploration of Strategies for Cultivating Innovative and Entrepreneurial Abilities of College Students in the Context of the New Era

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Abstract:

Under the background of innovation-driven development in the new era, colleges and universities serve as an important base for cultivating innovative and entrepreneurial talents, and the enhancement of college students' innovative and entrepreneurial ability has become the focus of social demand and the development of higher education. This paper analyses the main problems existing in the current innovation and entrepreneurship education of college students, including the obvious deficiencies of college students in innovation consciousness, core skills, and access to resources, which restrict their performance in actual entrepreneurship. It also puts forward effective strategies in terms of strengthening educational content, optimising teaching methods, improving support systems and enhancing practical training, aiming to systematically improve the innovation and entrepreneurship ability of college students and make them better adapt to the needs of social development and economic structure transformation. It is hoped that through the implementation of multi-faceted strategies, college students can demonstrate their innovation and entrepreneurship potential in practice while possessing theoretical literacy.

Keywords:

New Era, College Students, Innovation and Entrepreneurship Ability, Cultivation Strategy

1. Introduction

Under the background of globalisation and the rapid development of digital economy, innovation and entrepreneurship have become a key force to promote economic growth and social progress, and colleges and universities, as important training bases of knowledge and talents, undertake the important mission of cultivating innovative and entrepreneurial talents. However, the current education model and teaching content have obvious limitations in responding to the complex needs of innovation and entrepreneurship, and the cultivation of innovation and entrepreneurship ability of college students has not been fully adapted to the

requirements of the times. Facing the opportunities and challenges of the new era, colleges and universities must pay attention to innovation and entrepreneurship education, and through systematic cultivation paths and scientific teaching means, equip college students with the thinking ability and practical skills to adapt to the modern economic environment, so that they can contribute newborn power to the development of the society and the country.

2. The Necessity of Cultivating Innovative and Entrepreneurial Ability of College Students in the Context of the New Era

In the context of the new era, innovation and entrepreneurship has become an important engine to promote economic transformation and upgrading and stimulate social vitality, while colleges and universities play a key role in cultivating comprehensive talents with innovation consciousness and entrepreneurial ability. With the promulgation of the Implementation Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities, the state has further clarified the strategic position of innovation and entrepreneurship education in colleges and universities, advocated to drive entrepreneurship by innovation, promote employment by entrepreneurship, and emphasised on integrating innovation and entrepreneurship education into the whole process of talent cultivation with the aim of enhancing the comprehensive quality and practical entrepreneurial ability of college students. In this context, the cultivation of innovation and entrepreneurship ability of college students is not only directly related to their employment competitiveness, but also has a far-reaching impact on the industrial development and the enhancement of regional innovation ability. Cultivating innovation and entrepreneurship ability of college students can help to mould their spirit of independent exploration and ability to cope with challenges, and input a reserve of talents with innovative spirit and practical skills for the society. Through innovation and entrepreneurship practice in school, college students can not only improve their ability to solve complex problems, but also gain valuable experience in teamwork and resource integration, laying a solid foundation for their future participation in social and economic construction. Therefore, in the context of the new era, strengthening the cultivation of innovation and entrepreneurship ability of college students is not only a requirement of the national policy, but also a necessary measure to respond to the needs of economic and social transformation, which is conducive to comprehensively improve the overall quality of college students, so as to make them better adapt to the development of the modern society which is changing rapidly.

3. Problems Existing in the Cultivation of Innovative and Entrepreneurial Abilities of Current College Students

3.1. Low awareness of innovation and entrepreneurship, lack of initiative and exploration spirit

At present, the lack of college students' awareness of innovation and entrepreneurship has become one of the main factors restricting the development of their innovation and entrepreneurship ability. Many college students' understanding of innovation and entrepreneurship still remains on the surface, lacking sufficient initiative and spirit of exploration. The root of this phenomenon lies in the traditional education model's over-reliance on the transmission of knowledge, neglecting the

cultivation of students' active innovative thinking and practical ability. Most students pay more attention to academic performance and employment orientation during their school years, and lack a deep understanding of practical issues such as risk management, market development and team building required for entrepreneurship. Especially in the context of increasing uncertainty in the economic environment, many college students are still stuck in the extreme viewpoint of "entrepreneurship is success" or "entrepreneurship is failure", and are unable to objectively look at the complexity and challenge of innovation and entrepreneurship. At the same time, the pressure from society and family makes them choose relatively "safe" employment path instead of exploring the risky and challenging entrepreneurial path. The lack of innovation and entrepreneurship awareness hinders the cultivation of entrepreneurial spirit among college students, and also makes them lack of self-confidence and power of action when facing practical problems [1].

3.2. Inadequate innovation and entrepreneurship and lack of core skills support

The inadequacy of college students in innovation and entrepreneurship is mainly reflected in the lack of core skills support, which leads them to often feel overwhelmed when facing the complex entrepreneurial environment. Innovation and entrepreneurship is not only the realisation of ideas, but also requires profound professional skills, market acumen, resource integration ability and team management ability. However, although many college students have high theoretical level, they often lack the necessary practical experience and the ability to solve practical problems. Higher education places too much emphasis on the transfer of knowledge and the study of academic theories, but neglects the cultivation of students' practical skills. Especially in the fields of interdisciplinary integration, technology application and business model innovation, the ability of college students is often at a low level. In addition, many college students lack effective coping strategies and innovative methods when facing difficulties and challenges in the process of entrepreneurship, resulting in their inability to flexibly adapt or adjust their strategies. This not only reflects the lack of personal skills, but also is closely related to the limitations of innovation and entrepreneurship education in colleges and universities. At present, the innovation and entrepreneurship education in many universities does not go deep into the level of core skills training, often only staying in the enlightenment of the knowledge level, and lack of systematic training for practical operation ability. Students in the actual entrepreneurial process, often face a series of practical problems such as technology research and development, market research, financial management, product promotion, etc., and the core skills and experience in these areas have not been effectively accumulated through traditional classroom education [2].

3.3. Inadequate innovation and entrepreneurship system and irrational allocation of resources

Another prominent problem facing the cultivation of innovation and entrepreneurship ability of college students is the inadequacy of the innovation and entrepreneurship system as well as the unreasonable allocation of resources. In many colleges and universities, there is a disconnect between innovation and entrepreneurship education and practical operation, and there is a lack of a systematic and complete cultivation system. Although some colleges and universities have innovation and entrepreneurship related courses and practical projects, most of them stay on the surface, lack effective articulation and integration, and fail to form a chain

of innovation and entrepreneurship education with continuity and depth. The needs of students in the process of innovation and entrepreneurship, such as financial support, technical counselling, market docking, etc., are often not effectively met. All kinds of resources needed for innovation and entrepreneurship are often dispersed among different departments or institutions, lacking unified coordination and integration, resulting in inefficient use of resources. Many entrepreneurial projects stagnate or even die due to a lack of funding or professional guidance. In terms of resource allocation, high-quality resources are concentrated in a few popular disciplines and fields, while students in some disciplines or regions are often unable to obtain equal resource support. The actual effect of innovation and entrepreneurship education is thus greatly reduced, failing to provide equal entrepreneurial opportunities and platforms for the majority of students. The lack of reasonable planning for innovation and entrepreneurship resources makes it impossible for some potential innovation projects to really get off the ground due to the shortage of resources, and it is difficult for students to find suitable development space in the competitive market.

3.4. The curriculum is limited to theory and lacks practical aspects

In the current cultivation of innovation and entrepreneurship ability of college students, most of the innovation and entrepreneurship courses in most colleges and universities are mostly centred on theoretical knowledge, focusing on the explanation of entrepreneurial concepts, business models, market analysis, etc., but ignoring the needs of students in actual operation. Theoretical learning is important, but if there is a lack of sufficient practice opportunities, it is difficult for students to transform what they have learnt into practical abilities. In the classroom, students learn mostly about successful entrepreneurial cases and theoretical frameworks, but how to face the complexity of reality and how to solve specific challenges in the entrepreneurial process often cannot be truly honed through purely theoretical lectures. Many students lack practical entrepreneurial experience, making it difficult to develop problem-solving skills and a mindset to cope with risks. Although colleges and universities offer courses such as entrepreneurship experiments and innovation projects, these courses are often formal and lack in-depth practical sessions to provide students with a real entrepreneurial environment. In this process, students' understanding and cognition of innovation and entrepreneurship still remain at the abstract level, without gaining deep experience and accumulating skills through practical operation. The curriculum that lacks practical aspects not only weakens students' innovation and entrepreneurship ability, but also restricts their comprehensive quality development, which ultimately affects the overall level and results of college students' innovation and entrepreneurship.

4. Strategies for Cultivating Innovative and Entrepreneurial Abilities of College Students in the Context of the New Era

4.1. Strengthening Innovation and Entrepreneurship Education and Enhancing College Students' Awareness of Innovation and Entrepreneurship

In the context of the new era, the fundamental purpose of strengthening innovation and entrepreneurship education is to enhance the innovation consciousness and entrepreneurial spirit of college students, so that they can have higher independent exploration and resilience. Innovation and entrepreneurship education is not only the transmission of knowledge, but also a comprehensive education method to stimulate

students' creativity and practicality, prompting them to make positive changes in their cognition, attitude and action. Through systematic education and guidance, college students can break through the constraints of traditional employment concepts at the ideological level, and form the consciousness of challenging the status quo, actively discovering problems and solving them creatively. The core of innovation and entrepreneurship education lies in equipping students with the ability and determination to think independently, seize opportunities and take risks in a complex social environment, which is a key quality for them to move into society [3].

For example, colleges and universities can introduce 'innovation training camp' in innovation and entrepreneurship courses, through the simulation of entrepreneurial environment and real case studies, students not only learn how to build business models and formulate market strategies in the classroom, but also participate in the practical aspects of the project, and form the comprehensive ability of teamwork, resource integration and problem solving. In this process, students gradually realised that entrepreneurship requires not only knowledge accumulation, but also keen insight and the courage to bear failure. This practice-led teaching mode truly stimulates students' entrepreneurial awareness and enables them to gradually master the core thinking and necessary action capabilities of innovation and entrepreneurship in practical operation.

4.2. Improving Teaching Methods and Cultivating Innovative and Entrepreneurial Abilities of College Students

Improving teaching methods plays an indispensable role in cultivating the innovation and entrepreneurship ability of college students, and the traditional lecture-based teaching method is often difficult to stimulate students' creative thinking and practical ability. Therefore, innovation and entrepreneurship education should pay attention to the diversification of methods, through the inspirational, participatory, project-driven and other teaching modes, so that students can learn and grow in real situations. The modern education concept advocates 'student-centred', which not only requires teachers to change their role from knowledge transmitters to learning guides, but also requires education methods to provide more hands-on opportunities, and encourage students to cultivate their analytical and problem-solving abilities through problem solving, case analysis, and situational simulation. The improved teaching methods help students to effectively combine theory and practice, and enhance their comprehensive ability to cope with changes and adapt to demands in entrepreneurial activities.

For example, in the innovation and entrepreneurship course of a university, teachers can design a teaching task with 'entrepreneurial project simulation' as the core, and students build entrepreneurial teams in groups and take on different roles, responsible for market research, product design, financial budget and other aspects. In the simulation process, students not only need to use the theoretical knowledge learned in the classroom to complete the project, but also have to adjust the product according to the market feedback, co-ordinate the team's work, and deal with unexpected problems. This approach allows students to deeply feel the complexity and diversity of the entrepreneurial process in practice, effectively enhancing their hands-on ability and stress resistance in innovation and entrepreneurship, and laying a solid foundation for future entrepreneurial practice.

4.3. Improve the innovation and entrepreneurship support system to provide protection for college students' innovation and entrepreneurship

In the context of the new era, the support system for innovation and entrepreneurship among college students is crucial. Innovation and entrepreneurship is not only a matter of education, but also a matter of resource integration and policy guarantee. The entrepreneurial ability of college students not only relies on classroom learning, but also needs a sound external support system, covering multiple levels such as capital, policy, technology and market. This support system should provide a full range of services for college students from idea incubation, project start-up to later development. Through policy support and resource allocation, it can effectively solve the problems encountered by college students in the process of entrepreneurship, such as lack of funds and lack of experience in the market, reduce the threshold and risk of entrepreneurship, and stimulate their innovative vigour and practical motivation.

Colleges and universities can provide special start-up funds as well as mentor support for students who are interested in starting their own business by working with local governments. In this programme, students submit their business plans, which are reviewed and screened, and then they can receive certain start-up funds and technical guidance. In addition, the school also co-operates with local enterprises to provide students with internship opportunities and market development platforms to help students accumulate experience in practice and gradually realise the transition from campus to market. This multi-faceted support not only provides practical protection for students' entrepreneurship, but also helps them better understand the laws of business operation in practice, and enhances their self-confidence and entrepreneurial ability.

4.4. Cultivate college students' innovation and entrepreneurship practice team and enhance teamwork ability

In the context of the new era, the cultivation of college students' innovation and entrepreneurship practice team is an important way to improve teamwork ability. Teamwork not only helps students improve soft skills such as communication, collaboration and leadership in concrete practice, but also promotes the intermingling of multidisciplinary knowledge and the generation of innovative thinking. Through the power of teamwork, students are able to inspire each other and share resources in different roles, thus enhancing the quality and practical feasibility of innovation and entrepreneurship projects. Teamwork can simulate the real entrepreneurial environment, so that students can have a deeper understanding of the project operation process in the actual innovation and entrepreneurship activities, and acquire the flexibility to deal with unexpected problems and the effectiveness of decision-making, thus laying a foundation for their future careers [4].

For example, colleges and universities can introduce interdisciplinary team projects in their innovation and entrepreneurship programmes, combining students from different majors into an innovation and entrepreneurship team to challenge practical problems. From market research and demand analysis at the early stage of the project, to product design, promotion strategy and financial budget, students from different majors play a unique role in each stage of the project. In this way students not only learnt to apply their professional knowledge in the team, but also felt the importance of multi-dimensional challenges and interdisciplinary integration of innovation

projects in cooperation with each other. This hands-on team training not only enhances students' innovative and entrepreneurial abilities, but also strengthens their ability to integrate into teams and drive projects in their future work.

5. Conclusions

The new era provides unprecedented opportunities and challenges for the cultivation of innovation and entrepreneurship ability of college students. In this context, the education mode and teaching concepts of colleges and universities urgently need to keep pace with the times and actively explore effective cultivation paths. By strengthening innovation and entrepreneurship education, improving teaching methods, perfecting the support system and teamwork ability, the innovation potential and entrepreneurial spirit of college students can be better stimulated. Only through continuous exploration and improvement in practice can we ensure that students have the ability to cope with the challenges when facing the increasingly complex market environment, and ultimately promote the innovative development and economic prosperity of society.

Conflicts of Interest

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

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