Problems and Countermeasures in the Implementation of Mass Entrepreneurship and Innovation in Universities in China

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Abstract
At present, the new curriculum reform continues to promote the implementation, the school education reform is in full swing. Under this background, colleges and universities are also gradually carrying out educational reform work. At present, many colleges and universities are very concerned about the employment of students. However, with the expansion of the scale of colleges and universities and the increase of the number of college students, many college students can not find a job, or can not find a satisfactory job every year. The employment of college students has always been the focus of social attention. How to make college students fully employed and improve the quality of their employment has become the focus of the current colleges and universities. In this context, the concept of "mass entrepreneurship and innovation" education has emerged. "Mass entrepreneurship and innovation" includes two aspects. On the one hand, it is "innovation". In the process of education and teaching, universities should change the traditional single mode and follow the heuristic education principle, so that students can have an innovation consciousness and improve their innovation ability. On the other hand, in "entrepreneurship", colleges and universities should correct students' traditional employment concept and backward employment thought in education and teaching, encourage students to start their own businesses, and realize their own value through entrepreneurship. Therefore, this paper studies the problems and countermeasures existing in the implementation of the "mass entrepreneurship and innovation" education policy in college education.

Keywords
Colleges and universities, "Mass entrepreneurship and innovation" education, implementation of policy, existing problem, Countermeasures research

The implementation process of the education policy of mass entrepreneurship and innovation is relatively short. Although some achievements have been made in this process, there are still problems in many aspects. In general, the results are not enough to meet the goal of this education. "Mass entrepreneurship and innovation" education itself aims to make college students find better employment and make the employment quality of college students higher, but at present, it is effective on increasing the employment rate of college students. The reason is that the problems existing in the implementation of this policy play a hindering role, making it difficult to achieve the educational goal. According to the relevant research found that "double gen" education in colleges and universities both from the student policy level, or from the level of teachers there are still many problems, according to these problems, targeted solution strategy, can make the "double gen" education policy in colleges and universities, help students set up the correct concept of em-
employment, improve students' innovation ability and employment ability (Wang Zhanren, 2016).

1. Analysis of the main problems existing in the implementation of the "mass entrepreneurship and innovation" education policy in colleges and universities

1.1 College teachers for mass entrepreneurship and innovation in education are insufficient

The implementation of the "entrepreneurship and innovation" education policy in colleges and universities has been valued and strongly supported by the state. With the support of the state, the "entrepreneurship and innovation" education in colleges and universities can develop very rapidly and gradually achieve corresponding results. However, the obvious problem of "mass entrepreneurship and innovation" education in colleges and universities is the lack of teachers. Many colleges and universities have set up this course, but it is taught by teachers from other majors, who are not professional enough. From the perspective of time, China's "mass entrepreneurship and innovation" education started far later than the western developed countries, without training teachers in advance, so it leads to the lack of teachers, lack of professional teachers and insufficient number of teachers. This problem is mainly reflected in the following aspects: First, most of the college teachers engaged in the "mass entrepreneurship and innovation" education work have different majors, some are engaged in the teaching work in other majors, and some are directly held by the class counselors. No matter which kind, they have not received professional education or systematic training. They are vague about the content and purpose of the mass entrepreneurship and innovation education, and they are lack of professional knowledge. Second, teachers lack a sense of belonging to the "mass entrepreneurship and innovation" education. In colleges and universities, "mass entrepreneurship and innovation" education is a relatively special existence, which has little to do with the evaluation of teachers and the promotion of professional titles. Therefore, teachers engaged in "mass entrepreneurship and innovation" education have insufficient motivation and are difficult to devote themselves to research (Peng Xiufang & Zeng Lingbin, 2018). Third, teachers rely too much on teaching materials in class, the education process is based on theory, the lack of theory and practice connection, students' learning only stay in an ideal level, really want to start it if it is very difficult to do.

1.2 College students lack of attention to the "mass entrepreneurship and innovation" education

According to relevant research, contemporary college students are deeply influenced by their parents, the social status quo and others. They are often not interested in entrepreneurship, and their awareness of innovation and entrepreneurship is generally low. And they tend to work with extremely high stability, such as government agencies, institutions and public institutions. The willingness of students' parents is the same. When the child graduates, they hope that the child can be compiled through the "public examination" way, so as to spend their life smoothly. These traditional ideas are completely opposite to innovative thinking and entrepreneurial thinking. Students are influenced by these ideas for a long time, and they will lose their will to struggle over time. They also think that it is the most prudent to find a stable job. Therefore, students do not attach importance to the "mass entrepreneurship and innovation" education in the above ideology. In addition, "mass entrepreneurship and innovation" education is not included in the examination in college education, which causes students' low attention to this education and their low desire to learn.

1.3 The foundation of innovation and entrepreneurship education in colleges and universities is very weak

To implement the "innovation and entrepreneurship" education in colleges and universities, we must make a clear principle, that is, to combine theory with practice, neither can be divorced from practice, nor can the lack of theoretical education. However, since the "mass entrepreneurship and innovation" education in colleges and universities is still in the exploration stage, and all aspects can not reach the degree of maturity yet, so in the implementation process of "mass entrepreneurship and innovation" education in colleges and universities, it is easy to focus on theory and ignore practical education. Although some cutting-edge universities have gradually established innovation and entrepreneurship bases (Yang Heng, 2018), which can effectively balance theoretical education and practical education, due to the short establishment time of the base, there are also many problems in the operation, which greatly reduces the service strength of the base. On the other hand, some college students can have the awareness of "entrepreneurship", but it is often the difficult problem of "start-up capital" that will make them hesitate, thus lose their confidence in starting a business, and finally give up this idea and follow the crowd. Although the bank provides matching financial support for college students to start their own businesses, the application process is complicated and complicated, and the review process is also very strict. The most important thing is that the application for this fund also needs a guarantor as a guarantee. These requirements may not be difficult for social people to solve, but it is very difficult for college students.

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who have not yet entered the society. For example, finding a guarantor may defeat the majority of students (Yao Xiaoling & Zhang Yating, 2018). Therefore, from the above aspects, the current foundation of innovation and entrepreneurship education in colleges and universities is very weak. If students want to start a business, they will first have to face many difficulties, which also weakens the enthusiasm of students.

2. Analysis on the implementation of "mass entrepreneurship and innovation" education policy in colleges and universities

2.1 The concept of "mass entrepreneurship and innovation" education is permeated in education and teaching

In the curriculum arrangement of colleges and universities, the time of "mass entrepreneurship and innovation" education is very limited, and the content that students learn in the limited time is also superficial and superficial. It is almost impossible to achieve the educational goals through the "mass entrepreneurship and innovation" courses. Therefore, this requires increasing the time for "mass entrepreneurship and innovation" education. However, the curriculum arrangements of colleges and universities are very compact, and students have to learn most of their time on professional knowledge, and it is impossible to arrange more time for "mass entrepreneurship and innovation" education alone. Therefore, in order to solve this problem, colleges and universities can take the "double gen education" as a concept of universities to carry out education teaching, the idea into all aspects of education teaching, let students be able to contact at any time, which also drive the school teachers further study the idea, in the own education process thoroughly implement the idea. After the school determines the "mass entrepreneurship and innovation" education as a concept, it should organize all the teachers to learn about this concept, and let the teachers know what is the mass entrepreneurship and innovation education? How to infiltrate the "mass entrepreneurship and innovation" education in the teaching process? How can this concept be implemented? Then, we should gradually carry out the construction of subject teaching, enrich the content of subject teaching, enrich the resources of subject teaching (Liu Zhijun & Hao Jie, 2016).

In addition, combined with this concept, college teachers should also consciously optimize and improve the course teaching methods, so as to enrich the teaching methods and enrich the teaching methods more effective. For example, in teaching, we can change the teaching method of "one speech classroom" and "full classroom irrigation", correctly select a variety of cases, analyze successful cases, drive students to participate, so that students can become the masters of the classroom, and give full play to students' subjective initiative. Through case teaching, students' thinking is more active, and the life-oriented teaching content can also improve students' enthusiasm, so that students can clarify the significance of "innovation and entrepreneurship", and enhance students' abilities from various aspects.

2.2 We will improve the assessment system and effectively build the teaching staff

The implementation of the "mass entrepreneurship and innovation" education policy, building an excellent education teacher team is the key point, and teachers are the core of any teaching implementation. Therefore, universities should start with improving the assessment system, and let more teachers are willing to study and implement the "mass entrepreneurship and innovation" education. Then, from the effective development of the construction of teachers to implement, to cultivate more full-time and strong professional ability of teachers. First, schools can set up a separate "mass entrepreneurship and innovation education college", so as to improve the cohesion of teachers and make them have a greater sense of belonging. On this basis, the teaching evaluation and professional title evaluation and employment system of mass entrepreneurship and innovation education should be improved, and the rewards and punishments for mass entrepreneurship and innovation education and research should be strengthened, so that teachers can be encouraged, thus generating the research impetus to carry out mass entrepreneurship and innovation education. Second, colleges and universities should vigorously train full-time teachers of "mass entrepreneurship and innovation" education. The training of full-time teachers can start from two aspects: on the one hand, form a team of "mass entrepreneurship and innovation" education teachers from the school team of teachers, carry out systematic training for teachers, enhance their educational ability, so that teachers can have a deeper understanding of the content and significance of "mass entrepreneur-
education teachers.

2.3 We will change our awareness and pay more attention to mass entrepreneurship and innovation education

Traditional ideas for students, students' parents and even the influence of college teachers are deeply rooted, to effectively change the backward ideas, the first thing to do is to increase the propaganda of "innovation and entrepreneurship", let the new ideas on the old ideas, let the students can realize the significance and benefits of "innovation and entrepreneurship". In the process of publicity, it is not enough only to only popularize theoretical knowledge only, but more importantly, to be good at using some successful cases. Successful cases are real and are the most persuasive. The successful cases to students, tell the student transition requires that we must have the "innovative entrepreneurship" consciousness, only to change the old ideas, produce new ideas, constantly improve their innovation consciousness, let their entrepreneurial ability to improve, to realize the value of life, to obtain a permanent "iron rice bowl" (Wu Bozhi, Tang Ying, & Ou Ying, 2017). In addition to increasing publicity efforts, universities should also carry out the "mass entrepreneurship and innovation" education from the beginning when students enter schools, rather than waiting until they are older. Because college students who have just entered the university often hold a longing for the life of college students and have a higher thirst for knowledge, the mass entrepreneurship and innovation education in their freshman year can produce better results, students are relatively more receptive, and students pay more attention to "innovation and entrepreneurship".

Epilogue:

In a word, the implementation of the "mass entrepreneurship and innovation" education policy is an inevitable part of college education in the new era, and also a link that college education must be paid attention to. For college "double gen" education policy implementation of the students attention is not enough, the lack of teachers, double gen education foundation is weak, through the "double gen" education policy as an education concept, training teachers team, enhance attention to improve the problem, can promote the development of "double gen" education in colleges and universities.

References