

Research on Innovation and Entrepreneurship Education

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Abstract: The entrepreneurship is an important aspect of the reform of higher education, it's can help students to cultivate and enhance their employability and entrepreneurship, to promote our country's economic development and to ease the employment pressure. The key of entrepreneurship education taking cultivation of enterprising spirit as the core lies in developing the thinking and behavior mode demanded by enterprising. Int his paper takes British entrepreneurship education as the research object, and compares law, literature analysis and case analysis as the main research methods, adopting the mode of practice in enterprising, cultivating basic qualities demanded by enterprising of opportunity identification thinking, planning thinking, balling abilities and execution abilities by enterprising simulation courses, and the eventual goal is to enhance the effectiveness of entrepreneurship education.

Keywords: Entrepreneurship Education, Enterprising Spirit, Focus of the Subject

1. Introduction

In the year of 2015, innovation and entrepreneurship education elevated the height of the national strategy, the reform of innovation and entrepreneurship education in colleges and universities improved the innovation and entrepreneurship policy system of national and local governments, and set off a nationwide upsurge of "mass entrepreneurship and innovation". As a hot topic of higher education reform, this paper investigates whether its education policies in Beijing city has reached the expected goals and the knowledge and skill which the students need to have.

2. Connotations of Entrepreneurship

The word entrepreneur comes from French, which means to engage in. French Economist Say Jean Baptiste (1767-1832) first defined the term "entrepreneur". In his *Theses On Political Economy of Wealth Production, Distribution and Consumption* published in 1803 and *The Essence of Political Economy* published in 1817 [1], he pointed out that entrepreneurs are "economic actors who combine all means of production, such as labor, various forms of capital or land". Based on the description of Say in Chapter 3 of *Introduction to Political Economy* by Say Jean Baptiste, translated by Zhao Kangying, Huaxia Publishing House,

January 2014 [2], the author defines entrepreneurs as those who are engaged in industrial innovation, production organization, operation and management, and undertake operational risks. The role of entrepreneurs lies in "innovation of economic operation mode" or "realization of new business combination".

Entrepreneurship usually refers to the abstract concept of entrepreneurs, that is, the commonness of the spirit and ability of entrepreneurs. It may be a quality, a way of thinking or an ideology. The author holds that entrepreneurship refers to the psychological state, values, ways of thinking and spiritual quality developed by entrepreneurs under the social and economic system, in the process of engaging in enterprise management, in the rapidly changing market and under the relentless pressure of fierce market competitions. Entrepreneurship is manifested through the behavior of entrepreneurs, which is reflected in the commodity production and business activities of enterprises.

3. Background of Entrepreneurship as a Course

The idea of "entrepreneurship", which is not a new idea, was put forward again in the 13th Five-Year Plan. The 13th Five-Year Plan focuses on entrepreneurship, which may be a

huge driving force for China's education reform in the following few years. In the past, it was "what you learnt meant what you did". After the concept of entrepreneurship emphasized, as for the future college students, the situation will be "whatever I want to do, I will learn" [3]. In The Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities issued by the general office of the State Council, clear requirements are put forward for promoting innovation and entrepreneurship education in colleges and universities from the perspective of comprehensive education reform, in which the key is to focus on "innovation and entrepreneurship" which is about how to innovate, how to start a business, what kind of knowledge and ability are needed. Innovation and entrepreneurship is a new educational concept, which focuses on education. Mass education is the necessary stage of education development. From the perspective of the world, more and more countries have or are entering the stage of mass education. The most serious problem brought about by the mass education stage is the employment of university graduates. Many countries, especially the United States, in which it has been more than 70 years since Harvard Business School first started the entrepreneurship education course in 1945, have experienced the reform of higher education concept and talent training mode through the active exploration of educators and finally achieved remarkable results. The system of entrepreneurship education has been formed. And the course of entrepreneurship is just the core of this system.

In the 1940s, Harvard Business School was the first to offer entrepreneurship education courses in the United States. After the 1970s, entrepreneurship education has developed rapidly in American universities. It can be said that the United States is not only the first country to implement entrepreneurship education, but also the most successful country to implement entrepreneurship education. In the United States, it is because of the general opening of entrepreneurship education courses in colleges and universities, the establishment of entrepreneurship education center and Entrepreneurship Education Research Association that a relatively complete entrepreneurship education system and a strong campus entrepreneurship culture atmosphere have been formed, which has promoted the generation of business class of college students and graduate students. While these entrepreneurs have accumulated huge wealth for the society, they also greatly alleviate the employment pressure [4]. Under the long-term accumulation of educational experience and practice, the valuable experience accumulated by American college educators is worth our learning and using for reference.

4. Basic Contents of Entrepreneurship Education

Based on the explanation of many theories and doctrines, the author classifies the basic contents of entrepreneurship

education into the cultivation and expansion of the following four items of spirits.

4.1. Spirit of Innovation

The 13th Five-Year Plan focuses on entrepreneurship and requires institutions of higher learning to deepen innovation and entrepreneurship education. One of the four basic ideas of entrepreneurship is innovation. The enterpriser's innovative spirit is the enterpriser's consciousness to face the ever-changing business environment, to seek the innovation of thinking and idea, and constantly to innovate methods to solve new problems [5]. For enterprises, products need to be innovated, services need to be improved, markets need to be opened up, and management methods cannot remain unchanged. The realization of these changes requires the innovation of entrepreneurs' thinking and consciousness, because only the innovation of thinking and consciousness can take the lead of the same industries and make great progress. As pointed out in Schumpeter's theory of innovation, Innovation includes at least the following five aspects, such as the production of a new product, that is, the consumers are not familiar with the product or the characteristics of the product; the adoption of a new production method, which has not passed the empirical verification among the relevant manufacturing departments. This new method does not need to be based on new scientific discoveries, and can also exist in the new way of dealing with a product commercially; to open up a new market, that is, to open up a market that has not been concerned or occupied; to seize or control a new source of raw materials or semi-finished products without considering whether such source already exists or has just been created; to establish a new industrial organization, such as forming monopoly or breaking monopoly. These innovative activities of entrepreneurs reflect their innovative spirit of seeking new ideas and breaking through the old rules. Innovation is an important characteristic of entrepreneurs and the most important quality they must possess.

4.2. Adventurous Spirit

Business is war without bullets. enterprise management is like sailing against the current, if it doesn't advance, it will retreat. The enterprise's business activities are carried out in the fast changing market. In this process, there are crises everywhere and risks step by step [6]. From the concept of commodities, it is not difficult to find out the timeliness, openness and particularity of business activities of commodity economy. These determine that entrepreneurs must have the spirit of adventure, be brave and dare to face risks. The courage to face risks is not to take risks blindly, but to challenge new things, develop new products, adopt new production methods, upgrade old management concepts and open up new markets on the premise of full preparation.

4.3. Entrepreneurship

This concept of entrepreneurship first appeared in the 18th

century, and its meaning has been evolving and improving. Economist, Joseph Schumpeter, regards entrepreneurship as a power of “creative destruction” [7]. The “new combination” adopted by entrepreneurs has eliminated the old industries. The old business pattern was destroyed by the new and better one. Most economists today believe that entrepreneurship is a necessary factor to stimulate economic growth and create jobs in all kinds of societies. In developing countries, successful small businesses are the main driving force for job creation, employment growth, income growth and poverty reduction.

The core of entrepreneurial spirit of entrepreneurs is to have the courage and the spirit of hard work from scratch. This spirit is mainly reflected in the following four aspects:

Passion can also be understood as aggressive. This is not only a way to start a business, but also a valuable attitude towards life and even a way of dealing with affairs. What passion mainly emphasizes is that everyone, on the premise of correct self-knowledge, actively treats the surrounding environment and is full of confidence and hope for the life path.

Break with convention. One that can only manage an enterprise well is not called an entrepreneur. A real entrepreneur should have the ability to master the overall situation and forge ahead and be the helmsman of an enterprise. Mature products and seemingly perfect management system can reduce the risks of an enterprise, but at the same time, the competitions among the same industry are extremely cruel. It is the real significance of an entrepreneur to be brave in developing new products, introducing new ideas and using new management methods.

Tenacious struggle. entrepreneurship means to start a business from scratch, and in the unknown field to open up a world. And it is accompanied by adversity and hardship. The process of starting a startup is full of thorns, and the success or failure is often only in one thought. How to face adversity and be brave to persevere is the spiritual condition for a qualified entrepreneur.

Diligence and thrift. It is one of the traditional virtues of our country. Under the premise of ensuring the interests of employees, product quality, corporate image and so on, controlling unnecessary expenditures hopefully achieves the purpose of saving costs or making effective use of capital. And diligence and thrift is not only applicable to the early stage of starting a business, it is the basic values and codes of conduct throughout the enterprise life cycle.

4.4. Teamwork Spirit

The teamwork spirit that we call is simply the embodiment of the overall situation consciousness, the spirit of cooperation and the spirit of dedication. The basis of teamwork spirit is to respect the idea and interests of individuals. Its core is collaboration [8]. The highest level is the centripetal force and cohesion of all members, reflecting the unity of individual interests and overall interests, and thus ensuring the efficient operation of the organization. The formation of teamwork spirit does not require team members

to sacrifice themselves. On the contrary, it is a process of swaying personality, seeking common ground while reserving differences, and constantly learning, enriching and improving themselves [9]. The purpose of performance of special skills is to ensure the members to achieve the task goals together, while the clear willingness and way of cooperation generate real inner motivation. A single silk does not make a thread, and one wood does not make a forest. In both work and life, in most cases, people need a kind of cooperation. As an enterprise, an organization needs more teamwork consciousness and sense of team honor among its members.

5. Entrepreneur Spirit Education in Entrepreneurship Education in Universities

5.1. Practical Significance of the Implementation of Entrepreneur Spirit Education

The implementation of entrepreneurship education is an urgent task. It is an urgent need for the country to implement the strategy of innovation-driven development and promote the efficiency and upgrading of economic constitution to strengthen and deepen the work of innovation and entrepreneurship education. It is also an important measure to promote the comprehensive reform of higher education and the higher quality entrepreneurship and employment of graduates. The implementation of entrepreneur spirit education is an inevitable choice for the popularization of higher education in China. From the practice of entrepreneurship education in the United States, it is not difficult to see that “entrepreneurial employment” is one of the important driving forces to promote the economic development of the United States, while contributing to the success of the employment policy of the United States [10]. The implementation of entrepreneurship education based on the concept of entrepreneur spirit education is one of the most important ways to solve the employment difficulties of college students.

The implementation of entrepreneur spirit education is conducive to the overall promotion of quality education in colleges and universities, which meets the new requirements of higher education in the “13th Five-Year Plan” of our country. In the process of carrying out entrepreneurship education for students in colleges and universities, it is inevitable to require students to go out of the campus, carry out extensive and in-depth market research, analysis and prediction on the designed products or services; complete relatively complete financial analysis and prediction; look for possible investment partners and market opportunities; learn how to communicate and negotiate with others, and learn the skills of human resource development and management; understand the professional knowledge of intellectual property protection, technology holdings, business laws and regulations, etc. Therefore, entrepreneur spirit education is a

more specific and deeper quality education based on general education. Entrepreneur spirit education is conducive to the establishment of a new concept of employment for college students, so that students realize that what they have learned can not only create value for others, but also become the basis of their own entrepreneurship. Therefore, the essence of entrepreneurship education is to cultivate the potential of college students' independent entrepreneurship.

5.2. The Main Problems of Entrepreneur Spirit Education in Colleges and Universities

From the analysis of current situation of entrepreneur spirit education in colleges and universities, there are still many problems, which are summarized as follows:

- 1) The goal of entrepreneurship education is not clear. Entrepreneurship education has become "general education" in many colleges and universities. Students of all majors learn the same course with the same contents.
- 2) The curriculum setting mode is rigid and the system is missing, and teach for the sake of teaching. There is no systematic scientific and targeted teaching system;
- 3) The teaching subject and method need to be improved;
- 4) Most of the startup plans are still at the stage of "talking without any action". The teachers have no practical experiences in enterprises, no hands-on experiences, and the classroom theoretical basic teaching is not linked with the actual operation of enterprises.

5.3. The Main Problems Existing in Entrepreneurship Education in Colleges and Universities

From the current situation of entrepreneurship education in colleges and universities, there are still many problems, which can be summarized as follows:

- 1) The goal of entrepreneurship education is not clear, and entrepreneurship education has become "General education" Students of all majors study courses with the same content;
- 2) The curriculum setting mode is inflexible and the system is lacking. There is no systematic, scientific and targeted teaching system for attending classes.
- 3) The main body and methods of teaching need to be improved.
- 4) Most start-up plans remain "Theoretical discussion useless in practice" At this stage, teachers have no practical experience in enterprises and no practical experience, and the basic teaching of classroom theory is not linked to the actual operation of enterprises.

6. Some Enlightenments on the Course of Entrepreneurship in the Institutions of Higher Learning

The implementation of entrepreneurship education will inevitably involve many technical issues, mainly including the option of curriculum setting mode, the construction of

curriculum system, the change of teaching subject, the improvement of teaching methods, etc. In these aspects, the successful experiences of the American colleges and universities give us the following enlightenments:

In terms of curriculum setting mode, on the basis of highlighting entrepreneurship as the core, targeted innovation education should be carried out for different majors, combined with the majors learned by students, emphasizing the ability to interact with business environment and cope with "various uncertainties" [11], and strengthening the cultivation of the thinking mode of college students about innovation and business startups.

In the construction of curriculum system, the theory oriented curriculum system should be transformed into practice oriented curriculum system. College students are required to closely contact with entrepreneurial practice activities, improve their ability to identify, evaluate, capture and deal with "uncertainties" of market profit opportunities by writing business startup plans, conducting market research on new ideas and products, and interacting with entrepreneurs [12]. Curriculum setting mainly focuses step by step on the teaching links concerning market research of innovative products or services, entrepreneurial design, existing case analysis, guest lectures, teachers' classroom theory teaching, flipped class.

In terms of teaching concept, many students now say that what they learn in school is useless in society. The reason is that school education is not connected with the reality of social development. Therefore, since the students want to put what they learn to use, the school curriculum should be closely linked with what the society and enterprises need. In particular, we should pay attention to the cooperation between schools and enterprises, allow the managers of enterprises to give lectures in person, explain the operation mode of enterprises, the development of products or services and the entrepreneurship journey [13]. At the same time, students can also be allowed to participate in practice in enterprises in person, so as to truly use "theory to guide practice, practice in turn enriches and develops theory". The practice oriented curriculum system emphasizes the students' practical experiences, especially those teachers who have run their enterprises or have practical work experience will become the core of the teaching staff.

In terms of teaching methods, entrepreneur spirit education focuses on the cultivation of innovative and entrepreneurial thinking and business practice, and the combination of case analysis and entrepreneur lectures. The main teaching methods that can be adopted are: organizing student teams to design and recommend business plans; inviting successful entrepreneurs to teach students practical entrepreneurial experiences; organizing students to make case analysis, encouraging students to make speeches, and organizing students to complete enterprise projects; holding regular course seminars and literature review.

It is an important foundation for innovation and entrepreneurship to establish close connections with enterprises and offer more practical opportunities for

students, an armchair strategist cannot solve any problems [14]. Most colleges and universities in our country focus on knowledge imparting, which cannot offer students enough practice opportunities and development space. Although some schools require students to participate in social practice in summer and winter vacations, there is a lack of effective assessment mechanism, so that students can fill in the social practice form by themselves, and then find a unit to seal the practice form and finish the task [15]. This kind of formalized assignments has no help to the improvement of students' working ability and entrepreneurial ability. Colleges and universities should take the cultivation of innovation awareness and entrepreneurship ability as the purpose of higher education, and carry out long-term cooperation projects with excellent enterprises, which makes the students have the opportunity to get exercised and infected in the actual work and personal contact with entrepreneurs, and subtly cultivate students' entrepreneurial spirit of innovation and pioneering spirit.

To sum up, the implementation of entrepreneurship education based on the concept of innovation and entrepreneur spirit education in the institutions of higher learning is one of the important ways to solve the employment problem of college students. It is one of the main tools to cultivate talents with innovative consciousness and entrepreneurship concept. Although it is not necessary to train all college students to be entrepreneurs who can start their own businesses, students who have received entrepreneurship education in colleges and universities will greatly improve their abilities in innovation, teamwork, pressure resistance and enterprising spirit, so as to better adapt to social and economic development.

7. Conclusion

In this paper propose one way to build upon Revitalizing Entrepreneurship Education for the college students. Focused on teaching, and learning's content and methods and responsibility through entrepreneurship practice, collective ethical action, and engagement in solving social problems needs to be the key part of the new, humanistic model of business education and of university for the common good.

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