

The Problems and Solutions of Innovation and Entrepreneurship Education in Universities under the Background of Innovation Driven Development

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Abstract: Entrepreneurship education for college students is an important content and measure for building an innovative country, which is of great significance for the progress and development of the country and society, and even for the career development of college students themselves. The prospects for entrepreneurship education for college students in the new era are broad, but there are still problems and deficiencies such as a single educational curriculum, low recognition of college students, and an imperfect system of entrepreneurship education in universities. By accelerating the construction of the teaching staff, building a good innovation education platform for students, continuously strengthening the cultivation of their innovation and practical abilities, and promoting the rapid transformation of innovation achievements in universities.

Keywords: Problems and solutions, entrepreneurship education, innovation driven development

1. INTRODUCTION

With the deepening of China's reform and opening, the economy has achieved sustained growth. Despite the rapid development of China's economy, there has been a trend of deviation in the coordination and linkage between various major economic indicators, mainly manifested in the continuous decline in economic growth rate, industrial enterprise profit margin, and investment quota. The contradiction of "unbalanced and insufficient" development among different regions and industries in the country is becoming increasingly prominent. The upgrading and transformation of the old industrial system is difficult, and the task of deleveraging and reducing production capacity is arduous. Innovation driven has not yet played a major role in promoting economic growth.

In addition, Taiwan University has established the National Taiwan University Innovation and Development Corporation by absorbing venture capital. The Innovation and Development Center provides space equipment, talent technology, entrepreneurship guidance, business information, and other services for each resident company. the innovation and development corporation invests in each resident company for profit and distributes a certain proportion of technical shares to give back to the school. The innovation and entrepreneurship center and the innovation and entrepreneurship company cooperate and complement each other, serving as both organizers of innovation and entrepreneurship education, professionals in the field of innovation and entrepreneurship, and practitioners of providing professional services and integrating activities.

Learning entrepreneurial skills can lay the foundation for the career development of college students. The learning and improvement of entrepreneurial skills can equip college students with a high sense of responsibility and confidence, as well as enhance their self-awareness and self-regulation abilities. These will have a significant impact on the career development of college students after entering society on campus. Entrepreneurial skills can help people who

participate in work quickly enter a state of mind, and thus quickly enter the trajectory of their personal career development. Entrepreneurial skills are not one-sided, not only for the improvement of entrepreneurial ability, but also for the cultivation and improvement of personal comprehensive abilities in various aspects, such as the enhancement of professional knowledge and proficient communication skills, which are essential skills for career development.

Having these skills is beneficial for the career development of college students without any harm. Even if they encounter difficulties and obstacles in their future careers, they can overcome difficulties with the strong self-confidence and self-regulation ability nurtured by entrepreneurial skills. For example, most universities do not have professional innovation and entrepreneurship teaching staff, and daily teaching and practical work are mostly completed by teachers from other majors part-time. Teachers cannot fully devote themselves to innovation and entrepreneurship teaching and practice, resulting in poor teaching effectiveness and difficulty in adapting to the requirements of "mass innovation and entrepreneurship".

2. THE PROPOSED METHODOLOGY

2.1 The current situation of innovation and entrepreneurship education in universities

In addition, there is a serious shortage of innovation and entrepreneurship supporting projects, practice platforms, and entrepreneurship parks in some universities, which makes it difficult for students to apply the learned innovation and entrepreneurship knowledge or good innovative ideas to practice for testing and improvement. Some excellent achievements cannot be successfully transformed due to the lack of innovation incubation bases. The process setting of innovation driven entrepreneurship. After nearly thirty years of development and transformation, Taiwan universities have gradually formed an innovation driven entrepreneurship model represented by innovation and entrepreneurship education curriculum system, technology transformation, and

entrepreneurship incubators. In addition to forming a series of comprehensive industry university research cooperation education systems, including curriculum design, teaching content, practical activities, and talent training programs, Taiwan University regularly invites industry technical experts to share cutting-edge knowledge and the latest trends in the process of technology transformation, ensuring that entrepreneurial teams can meet the needs of economic development when conducting technology research and development transformation. Entrepreneurship education is a systematic project, it is not only the responsibility and responsibility of universities themselves, but also the responsibility of the entire social system.

In the process of entrepreneurship for college students, each step requires the support of professional skills and relevant professional knowledge. The establishment and improvement of the entrepreneurship education support system means actively supporting and assisting college students who are interested in entrepreneurship. From students having the awareness and determination to presenting the enterprise framework, to the development and growth of the enterprise, the entire process requires the entrepreneurship education support system to provide phased relevant support to avoid unnecessary losses, obstacles, and setbacks during the entrepreneurship process of college students. Creating a "dual teacher" teaching team is the guarantee for the success of innovation and entrepreneurship education. Universities should increase their training efforts for innovation and entrepreneurship teachers, adopt enterprise training methods, and enhance their practical abilities; By introducing talents and recruiting teachers, we can accelerate the construction progress of the teacher talent team. For specialized talents in society, we can adopt the method of hiring guest professors to inject fresh blood into the school.

Different universities require the introduction of different types of teachers, such as entrepreneurs or senior management talents in management colleges, and engineering and technical personnel as part-time teachers in science and engineering colleges. Multi party collaboration and collaboration to enhance educational synergy. The comprehensive development of innovation and entrepreneurship work cannot be separated from multi-party collaboration and resource integration, and a single college or department often cannot complete it independently. Based on the characteristics of its disciplines and the actual situation of the university, Taiwan University has broken down institutional barriers, mobilized multiple resources across colleges, majors, and alumni, introduced university level innovation and entrepreneurship practice bases, incubation base mentors, and start-up funds, and formed a complete and mature development model.

Based on the analysis of the "Medium - and Long-Term Development Plan of Taiwan University" and the "Annual Administrative Quality Evaluation Report Text", it is found that the university has incorporated whole school innovation and entrepreneurship education into the development and top-level design of the university's affairs. The leadership and various departments of the university work together to support and participate in innovation and entrepreneurship education, and collaborate in educating students. We have established a full chain service system from "project selection", "project incubation", "market development" to "industry university cooperation", forming a multi subject participation innovation and entrepreneurship education system to ensure the smooth development of innovation and entrepreneurship activities.

2.2 Effective measures to improve the quality of entrepreneurship education.

To achieve good results in entrepreneurship education, it is not only necessary for professional teachers to provide theoretical guidance and impart entrepreneurial skills and ideas to students, but more importantly, to enable students to experience entrepreneurial concepts, understand entrepreneurial spirit, and enhance their comprehensive entrepreneurial literacy in practice. Universities should actively cooperate with entrepreneurial bases and relevant enterprises willing to help students start their own businesses, provide entrepreneurial opportunities and resources for students on campus, share entrepreneurial experiences, and encourage students to understand theory through practice, and then return to theory to enhance their understanding.

The government should provide support and assistance for entrepreneurial practices, cooperate with universities for school enterprise cooperation, assist in establishing school enterprise cooperation bases for different professional categories, and cooperate with efficient improvement of the entrepreneurial education practice system. Various measures should be taken to actively guide social resources to invest in innovation and entrepreneurship education in universities. One is to build a broader mechanism for school enterprise cooperation. It is suggested that the government bridge the gap between schools and enterprises to build a connection and guide them to participate in innovation and entrepreneurship education in universities.

We can learn from Japan's approach and build a collaborative development model of "industry, government, and education" to achieve rapid integration of scientific and technological innovation achievements in universities with enterprises and promote the improvement of productivity. The second is to actively integrate social resources. Combining disciplinary advantages and emphasizing collaborative development. Active innovation and entrepreneurship practice activities not only emphasize close integration with disciplinary advantages and social needs, but also focus on solving problems through interdisciplinary teamwork. Therefore, each university has different strengths in disciplines, and the ways and paths of carrying out innovation and entrepreneurship work are also different.

Taiwan University has entered the top 50 of the QS Global University Rankings in multiple fields, with life sciences and medicine and engineering technology being the most representative. The Medical College of National Taiwan University is based on research capabilities and facilities, developing forward-looking and innovative industrial technologies, accelerating the industrialization process and product launch pace, and successfully commercializing the team's biotechnology research results. With the aim of cultivating professional entrepreneurship education talents, it has established entrepreneurship education training and practice bases, and supports and assists college students in entrepreneurship education practice, ensuring the further improvement of the entrepreneurship education system; Fourthly, families should reverse traditional employment concepts and gradually identify with entrepreneurial behavior.

Whether families can reverse traditional employment concepts and provide good family education for students is a crucial aspect of entrepreneurship education for college students. If conditions permit, the ideological and political education team can communicate and exchange more with parents of students, so that parents have a considerable understanding

and understanding of entrepreneurial activities, thereby having a positive impact on their children's entrepreneurial ideas and enthusiasm.

3. CONCLUSION

By accelerating the construction of curriculum and teaching staff, we aim to build a good innovation education platform for students, continuously accelerate the cultivation of their innovation and practical abilities, promote the rapid transformation of innovative achievements in universities, and make do contributions to the rapid completion of China's industrial upgrading and the early realization of a great technological power. To improve the quality of entrepreneurship education, transform the traditional monotonous classroom education, add fresh and lively factors, actively learn from the experience of advanced entrepreneurial countries, increase communication, interaction and practical activities in student entrepreneurship education, and enhance student recognition and learning interest through innovative educational methods and approaches.

4. REFERENCES

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