

Research on the Development and Countermeasures of Talent Training in Higher Vocational Colleges under the Background of Innovation and Entrepreneurship

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Abstract: Under the background of "double entrepreneurship and innovation", no matter enterprises, public institutions, or schools, there will be changes in relevant management models and development models. Therefore, taking the development of talent training mode in higher vocational colleges as an example, we will briefly discuss the current research on the training mode of innovative and entrepreneurial talents in higher vocational colleges under the background of "double creation". Talking about the status quo research on the development of this model under the background of "mass entrepreneurship and innovation", of course, it is necessary to do field research and related questionnaire surveys. Research, improve students' innovative ability, entrepreneurial awareness, and innovative spirit, and realize the fundamental task of cultivating talents in higher vocational colleges in the new era.

Keywords: Countermeasures, Talent Training, Higher Vocational Colleges, Innovation and Entrepreneurship

1. INTRODUCTION

Human beings have entered the Internet era, which promotes the development of human society in the direction of intelligent automation. Therefore, in the cultivation of talents in higher vocational colleges, it is necessary to pay more attention to the cultivation of students' Internet application, innovation ability, entrepreneurial awareness, and innovative spirit. According to the development needs of the new era, it is necessary to formulate comprehensive innovation and entrepreneurship training measures, guide students to actively participate in the "Innovation and entrepreneurship" competition and provide a broader platform for vocational students. Through practice, students' ideas have changed to a certain extent, and they pay more attention to innovation and development. Vocational colleges innovate talent training models according to the needs of students' development, strengthen school-enterprise cooperation, explore new educational paths, improve vocational students' information level and innovation ability, and lay a good foundation for future employment and entrepreneurship.

As the Internet, artificial intelligence, big data, and other technologies have more and more impact on human social life, many industries and fields pay more attention to intelligent manufacturing, to replace low-skilled labor-based repetitive work, so as to realize industrial intelligence. With the development of globalization, many enterprises have transformed into the Internet industry. Therefore, higher vocational colleges should cultivate students' "Innovation and entrepreneurship" entrepreneurial ability in a targeted manner, so that they can participate in the wave of innovation and entrepreneurship, and effectively improve their entrepreneurial practice ability to adapt to the transformation of my country's economic development mode in the "Innovation and entrepreneurship" era. The ever-changing employment environment brought about. Innovation and entrepreneurship education is an important part of the national innovation and entrepreneurship strategy.

In recent years, there has been a wave of innovation and entrepreneurship in the whole society, and many innovation and entrepreneurship competitions have been held. Universities have also set up innovation and entrepreneurship parks and innovation and entrepreneurship incubation centers. However, what kind of talents should be cultivated by innovation and entrepreneurship education and how to cultivate them needs to be further explored. To varying degrees, there is a separation between innovation and entrepreneurship education and professional education. The curriculum system of innovation and entrepreneurship lacks pertinence and scientificity. The importance and urgency of entrepreneurial talent training is not enough. These show that the concept of innovation and entrepreneurship education is still lagging, and it is urgent to raise awareness and change concepts. Under the background of "double entrepreneurship and innovation", the key to the guidance of macro policies lies in the two aspects of "innovation and entrepreneurship".

In response to this problem, some higher vocational colleges have also taken some specific measures in varying degrees. Specific to the point of "innovation". Through investigation and research, it is found that some higher vocational colleges focus on carrying out some innovative practical activities to encourage and cultivate students' innovative consciousness, such as various invention and creation competitions, which serve as a small platform to encourage students' hands-on practical ability to carry out self-creation, invention, and thinking. Through these specific innovative practices, students exercise such an ability and gradually develop innovative thinking and practice. At the same time, through improving the teaching mode, innovating teaching methods, and creating innovative teaching classrooms to carry out personnel training and teaching.

2. THE PROPOSED METHODOLOGY

2.1 The training mode of innovative and entrepreneurial talents in higher vocational colleges under the background of "entrepreneurship and innovation"

The "Innovation and entrepreneurship" Innovation and Entrepreneurship Competition mainly examines students' ability to innovate and start businesses with the help of emerging technologies such as the Internet. It provides a platform for students' development and shows the characteristics of social talent needs. Therefore, in this context, higher vocational colleges should pay attention to adding the curriculum content of emerging technologies such as the Internet in the talent training mode and optimize the content of professional courses. Of course, the theory and practice setting of the course content should be reasonably matched to avoid too much of one aspect and affect the balanced development of students. The combination of practice and theory teaching guides students to master the specific application of theoretical knowledge in practice, which is convenient for stimulating students' innovative and entrepreneurial thinking. Teachers should clearly take innovation and entrepreneurship as the orientation in classroom teaching, improve students' information technology level, and at the same time make students realize their own interests, the relationship between their majors and the Internet, and the importance of their application in the development of all walks of life in society. Students hypothesize and conjecture, according to their own professional knowledge, integrate it with emerging technologies such as the Internet, open new ideas, and improve students' innovative thinking and entrepreneurial ability.

The first year focuses on theory guiding practice. Courses such as situation and policy, career planning and employment guidance, information retrieval, communication and speech are offered to give students a preliminary understanding of innovation and entrepreneurship. Career planning and employment guidance courses allow students to understand the important role of career planning in life development, master scientific career decision-making thinking, action plan formulation methods and job-seeking skills. Information retrieval communication and speech course aims to cultivate students' "Innovation and entrepreneurship" thinking, so that they can apply common information retrieval methods for effective information search, learn project document editing, project information display and defense, and improve students' collective awareness and teamwork ability. Encourage students to actively participate in the college student entrepreneurship competition organized by the college to realize "promoting learning through competition", improve students' enthusiasm for learning, and enhance their awareness of innovation and entrepreneurship.

The evaluation system of innovation and entrepreneurship education achievements should include multiple dimensions such as school evaluation, teacher evaluation, student evaluation and social evaluation. School evaluation focuses on the evaluation of teachers' teaching achievements. Teacher evaluation is mainly aimed at the evaluation of students' learning outcomes in terms of innovation and entrepreneurship. Student evaluation includes self-evaluation and teacher evaluation. Social evaluation is made by relevant organizations or experts in the society to evaluate the teaching process and results. Of course, whether it is "innovation" or

"entrepreneurship", while obtaining good planning and guidance, there must be deficiencies. Some specific measures have not been implemented properly, and have not been popularized to most students, but only limited to some students. Therefore, this measure is relatively immature and needs to be continuously improved. While starting their own businesses, students still have a certain degree of blindness in investment, lacking a macro and reasonable guidance. Therefore, under the background of "double entrepreneurship and innovation", the development of the training mode of innovative and entrepreneurial talents in higher vocational colleges has a long way to go.

2.2 Strategies for Cultivating Innovation and Entrepreneurship Ability of Higher Vocational Students

The achievements made at this stage are only the preliminary results in the initial stage, and it needs continuous practice and creation. The "Innovation and entrepreneurship" competition usually cooperates with enterprises to co-create, and enterprises contribute to obtain good projects and certain talents. In view of this characteristic, higher vocational colleges should strengthen communication and cooperation with enterprises in the process of cultivating innovation and entrepreneurship. Understand the needs of enterprises for positions and introduce a group of professionals from enterprises to provide guidance for students' practice through cooperation, so that students can understand the specific conditions of social development, and at the same time understand the immaturity of their innovative and entrepreneurial ideas. Under the guidance of the staff, the existing project research plan is adjusted, and new ideas are proposed. After continuous practical research and experimental debugging, the students have mastered the specific development direction and improved the project research plan. You can seek the enterprise as an off-campus cooperation practice platform to provide a perfect plan. After obtaining the support of the enterprise, practice, record the process and results of project implementation, and submit the final plan report.

By introducing skilled craftsmen from industrial enterprises to teach or work part-time in the college, we will promote mutual employment between schools and enterprises, and jointly build and share the teaching team. The school and enterprise jointly build an entrepreneurial incubation base, and establish and improve the talent training mode of dual education and school-enterprise cooperation. This major has long hired regional industry "experts" to participate in the school's curriculum development and jointly formulate talent training programs. Based on the curriculum design principle of "based on the curriculum corresponding to the job post work process", we will build an entrepreneurial incubation base with enterprises, analyze, and decompose the real enterprise project content, integrate the knowledge, ability and quality objectives of the course into the teaching tasks, and consolidate Students' professional knowledge and skills, cultivate students' innovative and entrepreneurial ability.

The cultivation of ability is inseparable from practical exercise. To make students truly have the ability of innovation and entrepreneurship, they also need to be given sufficient exercise. Schools should create conditions to provide opportunities for innovation and entrepreneurship, encourage people with entrepreneurial awareness and ideas to exercise on the platform, put innovative ideas into practice, and further improve students' awareness and ability of innovation and

entrepreneurship. For example, expand the intensity and depth of school-enterprise cooperation, establish school-enterprise cooperation innovation and entrepreneurship education practice bases; establish innovation and entrepreneurship education parks; incorporate enterprise certification into student training goals, build innovation and entrepreneurship practice platforms through multiple channels, and provide students with practice places and opportunities. In this context, some graduates of higher vocational colleges can even be a scientific and technological personnel of a related enterprise, or an engineer or technician of a large enterprise.

The changes in the two stages before and after fully illustrate the "creative" change in the training mode of innovative and entrepreneurial talents in higher vocational colleges under the background of "double innovation". This "creative" change plays a very important role in the development of my country's higher vocational colleges and the cultivation of talents. In this context, many students will choose to study in higher vocational colleges for further study. Therefore, Chinese education plays a very important role in rationalization, scientization and balance. Of course, this "creative" change is also a process of continuous improvement, which requires a spirit of seeking truth from facts and advancing with the times, to combine with specific reality and be scientific and reasonable.

3. CONCLUSION

Under the background of the "Innovation and entrepreneurship" competition, it has brought new development opportunities and challenges to the talent training of higher vocational colleges and promoted the innovation of teaching system and talent training in higher vocational colleges, so as to meet market demand and facilitate students to better adapt to changing times. In the process of cultivating innovation and entrepreneurship ability, teachers adjusted the teaching plan according to the requirements of the "Innovation and entrepreneurship" competition, optimized the course content, focused on the integration of professional knowledge and information technology in teaching, and improved students' emphasis on information technology. Only by enhancing students' ability to capture entrepreneurial opportunities and combining traditional entrepreneurial methods with the Internet can we explore an innovation and entrepreneurship education model suitable for the "Innovation and entrepreneurship" era.

4. REFERENCES

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