

Research on Supply Side Reform of Innovation and Entrepreneurship

Education in Private Colleges and Universities

Haiyan Jiang

Fuzhou University of International Studies and Trade, Fu Jian, Fu Zhou, China

Abstract: The introduction of the supply-side reform has provided new ideas and breakthroughs for the reform of all sectors of society. The innovation and entrepreneurship education of private colleges and universities has also been carried out in full swing and achieved good results. However, a series of problems have emerged in the composition of the reform. Therefore, the article analyzes the practical dilemma of innovation and entrepreneurship education in private colleges and universities, and proposes improvement measures in response to these dilemmas in order to truly bring into play the value of innovation and entrepreneurship education.

Keywords: Private colleges; innovation and entrepreneurship education; supply-side reform.

1. INTRODUCTION

The driving force for social change and development comes from reform. Different reform ideas are proposed with the changes of the times. The supply-side reform is the product of adapting to the changing development of the times. Deepen supply-side reforms and improve the quality of the supply system to seek an effective balance between supply and demand. In the context of economic transformation, the entry point for supply-side reform and the cultivation of new drivers of economic growth is “mass entrepreneurship and innovation”. Supply-side reform will inevitably affect the reform and development of higher education, and provide a point of convergence between colleges and universities for the development of innovation and entrepreneurship education in private colleges and universities. The reform of innovation and entrepreneurship education in private colleges and universities, as an important breakthrough in the comprehensive round of comprehensive reform of higher education, aims at realizing students' innovative spirit, entrepreneurial awareness and innovative entrepreneurship, and promotes the all-round development of students while contributing to economic construction and social development.

2. THE INTERACTION BETWEEN INNOVATION AND ENTREPRENEURSHIP EDUCATION AND SUPPLY-SIDE REFORM IN PRIVATE COLLEGES AND UNIVERSITIES

2.1 Supply side reform

Supply-side reform is becoming the main theme of China's economic reform and development. Under the background of grasping the new normal of China's economic development, it is proposed in the process of comprehensively deepening the reform of the economic system, emphasizing the promotion of innovation, improving production efficiency and improving the product market. A competitive way to promote economic growth. Its essence is to liberate restraint, stimulate vitality and fully mobilize the subjective initiative of the market, so as to play a greater role in reducing institutional transaction costs, thereby improving the quality and efficiency of the supply system and enhancing the effectiveness of investment. The report of the 19th National Congress of the Communist Party of China pointed out that the supply-side structural reform should be the main line to promote economic development quality change, efficiency change, and power change, and improve total factor productivity. It is necessary to give full play to the driving role of technological innovation and rely on technological innovation to gradually eliminate backward enterprises and excess production capacity. The driving engine of innovation is talent. If there is no talent support, innovation is empty talk, and the supply-side reform of economic development will stop because of the loss of innovation. As a talent cultivation base in China, colleges and universities have an important mission.

2.2 The connotation of innovation and entrepreneurship education in private colleges and universities and the interpretation of supply side reform

The social and economic development of the new era requires the provision of high-quality human resources support and intellectual support from institutions of higher learning, which poses greater challenges and expectations for higher education institutions. Its innovation and entrepreneurship education directly affects innovation and technology and thus affects the supply-side reform of the economy. The supply-side reform of innovation and entrepreneurship in the field of higher education mainly refers to the scientific and rational changes made by educational administrations at all levels, educational institutions of various institutions, education subjects, environment, resources and operational guarantee mechanisms, solving existing problems and adjusting Develop strategies to promote the substantive development of innovation and entrepreneurship education in colleges and universities. Private higher education is the product of the higher education elite to the popularization. As an important part of higher education institutions, the education supply side reform of private higher education and entrepreneurship is roughly the same as the supply side reform of higher education on innovation and entrepreneurship. It is to provide the corresponding talents for the society; the second is to provide entrepreneurs with entrepreneurial education resources that are suitable for their development needs. However, because of its own characteristics, it also reflects different characteristics: firstly, it is the difference of training objectives. Private colleges and universities mainly focus on cultivating innovative and advanced applied talents

in various positions; and there are different training modes. Private colleges and universities attach importance to students' application. Ability to build courses and teaching content with its main line. It is this kind of goal that determines the concept and value orientation of innovation and entrepreneurship education in private colleges and universities, and also determines the construction of its education model and system.

Therefore, the connotation of innovation and entrepreneurship education in private colleges and universities conforms to the requirements of higher education reform, and the cultivation of innovative and entrepreneurial talents is in line with the characteristics and realistic choices of private college education. On the one hand, supply-side reform promotes the reform of innovation and entrepreneurship education in private colleges and universities. Conversely, private colleges and universities initiate innovation and entrepreneurship education, but it is also an effective way to implement supply-side reform. The organic combination of the two promotes the development and progress of the times.

3. THE PRACTICAL DILEMMA OF INNOVATION AND ENTREPRENEURSHIP EDUCATION IN PRIVATE COLLEGES AND UNIVERSITIES

Although the current private colleges and universities are practicing innovation and entrepreneurship education, more and more college students are enthusiastic about entrepreneurship, and each has achieved remarkable results. However, the innovation and entrepreneurship education of private colleges still presents many problems.

3.1 Participation in all aspects is not high, lack of linkage

The supply-side reform of innovation and entrepreneurship education is ultimately to break the traditional supply-side and demand-side segmentation, and form a good interaction between the internal system of education reform and the external system. Through the analysis of the college students' groups and society on the demand side, the self-enclosed reform model is broken on the supply side to realize the linkage between innovation and entrepreneurship education and external systems such as politics, economy, culture and social system. Premier Li Keqiang made important instructions in the 2015 "Internet +" College Students Innovation and Entrepreneurship Competition. The instructions emphasized "integrating innovation and entrepreneurship education into talent training and building a soil for mass entrepreneurship", which also reflects the current situation of innovation and entrepreneurship education in colleges and universities. The problem of fat is also true for private colleges and universities. At present, the innovation and entrepreneurship education of private colleges and universities mainly relies on the cooperation of teachers of the school and some school-enterprise cooperation units. The teachers are also the teachers of the school. The support resources are also limited to the internal schools, and the external system of government, enterprises and social organizations. Not high, lack of mutual linkage and cooperation awareness, it is difficult to meet the diversified needs of private colleges and universities for innovation and entrepreneurship, thus interrupting the connection between students and society and the market, which is not conducive to students' understanding of the market.

3.2 The degree of specialization is low, the theory and practice are out of touch

At present, the innovation and entrepreneurship of private colleges and universities are mostly discrete case studies, lacking long-term institutional considerations, leading to the unclear development planning of some innovative entrepreneurship education, lack of clear orientation, making the degree of specialization of innovation and entrepreneurship education low; college students Innovation and entrepreneurship require the expansion of entrepreneurial knowledge and the improvement of innovative skills. In contrast, the innovative skills and entrepreneurial knowledge provided by the existing private colleges and universities in innovation and entrepreneurship education lag far behind the needs of college students' innovation and entrepreneurship. There are many misalignments and deviations between the two.

Although many private colleges and universities have incorporated innovation and entrepreneurship education into the talent training program, they are much less important than the professional courses. There are many theoretical courses in the curriculum, fewer practical courses, and the lack of implementation of theory and practice. Even some colleges and universities take innovation and entrepreneurship courses as elective courses, or a small part of career guidance and career planning, and do not form a systematic curriculum system; and some theoretical courses are outdated, not keeping up with cutting-edge, scientific changes, difficult The most effective way to meet the dynamic needs of college students' innovation and entrepreneurship. In the practice class setting out of reality, the lack of adequate training platform and practical software, which is very unfavorable for the transition from theory to practice, which in turn affects the improvement of college students' innovation and entrepreneurship.

3.3 The construction of the teaching staff is not perfect

At present, the teaching courses in the faculty of private universities are mainly teachers of the school, but the teachers of the school are basically young and academic, and they cannot meet the increasingly diverse needs of the society. On the one hand, in the construction of the teaching staff, the school lacks the introduction of full-time teachers for innovation and entrepreneurship. Most of them are part-time teachers. The introduced teachers also have more than the middle-level titles. On the other hand, the teachers' awareness of innovation and entrepreneurship is weak. The cultivation and training of innovative entrepreneurial education ability leads to the mismatch between the teaching ability of innovation and entrepreneurship and actual needs. It is precisely because the traditional boundary of innovation and entrepreneurship education has not yet been broken, and the main body of talent cultivation has not been broadened to a diversified group of teachers with innovative entrepreneurship education formed by schools, enterprises, investment circles, governments and relevant experts.

3.4 Single teaching method

The innovation and entrepreneurship education of private colleges and universities is still in the initial stage of development. The education model does not reflect the diversification of the main body of demand, which leads to the innovation and entrepreneurship education of the

major private universities in the aspects of education content, teaching methods and teaching methods. The problem of quality has not been based on the actual situation of the school's students and teaching resources, and has created a professional strategy and approach for innovation and entrepreneurship. Teaching is still based on book teaching, ignoring the help brought by practical operations. Many of the connections with enterprises and society are not close enough, mostly in the form of surface, and do not form a stable and mutually beneficial cooperative development model. This is not only not conducive to the improvement of college students' ability to innovate and innovate. On the contrary, because of the boring theoretical teaching, students lose interest, and the lack of cutting-edge information on innovation and entrepreneurship also leads to the enthusiasm of students to innovate and start their own businesses.

4. THE REALIZATION PATH OF SUPPLY-SIDE REFORM OF INNOVATION AND ENTREPRENEURSHIP EDUCATION IN PRIVATE COLLEGES AND UNIVERSITIES

4.1 Encourage multi-party vitality and mutual benefit

The difference between innovation and entrepreneurship education and traditional education lies in the need to break the closed mode of traditional education, not only within the school, but also to stimulate the vitality of innovation and entrepreneurship education, industrial services and government support, so that it and its local economy, regional economy interconnected, through the optimization of organizational structure to build a stable and mutually beneficial symbiosis innovation entrepreneurship ecosystem. Government departments need to strengthen policy orientation in the innovation and entrepreneurship education of private colleges and universities, play a key role in promoting various entrepreneurial resources and promoting the interaction between innovation subjects and new knowledge in the innovation process; enterprises as the leading enterprise of innovation and entrepreneurship, with their "social responsibility" And the common value form forms a coordinated social innovation and entrepreneurship system with the government and universities through cross-departmental cooperation; the private colleges and universities undertake the talent exporting department, and must continuously implement the educational awareness of innovation and entrepreneurship education, paying attention to personnel training. Multi-level, all-round research, strengthen the combination of innovation and entrepreneurship education and professional education, establish a corresponding quality assurance system, and strictly improve the quality of innovation and entrepreneurship training.

4.2 Strengthening the construction of innovative entrepreneurship curriculum system

In the construction of the innovation and entrepreneurship curriculum system, private colleges and universities must clarify the innovation orientation of the whole entrepreneurship education, increase the degree of emphasis, and improve the professionalism of the curriculum, and operate it as a systematic project. For example, adjust innovative entrepreneurial talents training programs and programs, incorporate innovative and entrepreneurial related courses

into the necessary courses, and combine theoretical and practical courses, pay attention to the frontier of teaching content, keep up with the trend of the times and social development trends, and let students establish in learning. Innovate and start a business concept, and different professions should reflect the differences they should have; increase the construction of practical courses, break the boundaries between theory and practice, optimize the virtual simulation experiment center, and improve the application and update of laboratory construction and software in various disciplines. To test the knowledge of the theory. To this end, based on the students' practical ability to cultivate and create a variety of innovative entrepreneurship practice platform, students can further deepen the process and understanding of innovation and entrepreneurship.

4.3 Improve the team of innovative and entrepreneurial teachers

A good faculty is the key to the success of innovation and entrepreneurship education. When conducting private enterprise education in private universities, the construction of the teaching staff is an inevitable choice. The younger status of the teachers in private universities needs to increase the introduction and training of innovative and entrepreneurial teachers. In terms of training, the training of teachers' innovative and entrepreneurial abilities can be strengthened in various forms. For example, the way of exercising under the enterprise can be used to enable teachers to improve their practical ability in the actual work of the enterprise, such as strengthening the training for further study, visiting the industry, and learning. Encourage teachers to participate in the continuing education of the disciplines; in addition to the introduction of high-educated teachers, in addition to the introduction of teachers with high academic qualifications, it is also necessary to strengthen successful entrepreneurs or high-ranking staff who work in the company, and cultivate them to maintain long-term stability with the school. Visiting professors or part-time teachers, etc., to enhance the innovation and entrepreneurial ability of the faculty team while enriching the supply of teachers.

4.4 Innovative teaching methods

The innovation and entrepreneurship education of private colleges and universities needs to formulate different teaching methods according to the different intelligent aspects of students, such as individual differences, individual will, subject background and hands-on ability. This requires teachers to be more flexible and flexible, which also poses new challenges for teachers. In the teaching process, the traditional teaching method should be broken, and advanced information technology should be used to enable students to participate in the classroom and achieve better interaction effects. For example, some courses can be used in the form of flipping classrooms, which will be changed from teacher-led to student-led. Classroom, mobilize students' enthusiasm and self-confidence; can also be a course composed of professional teachers who are proficient in different fields, using team teaching methods, such as giving theoretical knowledge to the teachers in the school, and the more practical part The visiting professors handed over to the company can achieve the complementarity of knowledge and the complementarity of practical ability, which is more conducive to the cultivation of innovative and entrepreneurial talents.

5. SUMMARY

As the starting point for the development of innovation and entrepreneurship education in private colleges and universities, the role of supply-side reform is becoming more and more important. Private colleges and universities should follow the trend of history, start from the perspective of supply-side reform, and start from the aspects of education resources, platform and environment to promote the development of innovation and entrepreneurship. But we should also know that the supply-side reform of innovation and entrepreneurship education is not a one-time process. This is a long-term systematic project. In the future, the focus of reform on the supply side of innovation and entrepreneurship education in private colleges and universities should be gradually developed to “precise supply”, strengthen the concept of collaborative education, improve the quality of teaching, provide a good learning environment for students, and continuously improve students’ ability to innovate and innovate. Make a due contribution to society.

ACKNOWLEDGEMENTS

This research was financially supported by Research of Training and Practice of Economic and Administrative for Innovation Entrepreneurship Education. (Grant NO. H2018051).

REFERENCES

- [1] Wang Yuli, Nie Bangjun. The Dilemma and Breaking of Innovation and Entrepreneurship Education in Colleges and Universities from the Perspective of Supply Side Reform [J]. China Adult Education, 2018(10): 42-45
- [2] Yan Zikai, Zhao Guihong. Discussion on the Construction Path of Innovation and Entrepreneurship Ecosystem Driven by Supply Side Reform [J]. Journal of Business Economics, 2018(2): 190-192.
- [3] Liu Yinjun. The Status Quo and Reform Path of Innovation and Entrepreneurship Education in Colleges and Universities under the Perspective of Supply-side Structural Reform[J].Journal of Jilin Engineering and Technology Teachers College.2018,(8):68-70.
- [4] Lin Xia. Research on the Cultivation of Innovative and Entrepreneurial Talents in Guangdong Universities under the Reform of Supply Side [J]. Think Tank Times. 2017, (9): 38-39.
- [5] Kong Lingshi. Thoughts on the "Internet +" of the Supply-side Reform of Applied Undergraduate Innovation and Entrepreneurship Education [J].Journal of Cangzhou University [J].2017, (19):82-84.
- [6] Wang Guihua. Discussion on Innovation and Entrepreneurship Education in Applied Undergraduate Colleges [J]. Cooperative Economy and Technology. 2018, (9): 142-143.
- [7] Su Yu, Li Xingxing, Hu Jingwei. Research on the Strategy of College Students' Innovation and Entrepreneurship Enhancement under the Background of Precise Supply Side[J].Journal of Changsha University.2017,(5):99-102.