

Exploration of Chinese Characteristics of Innovation and Entrepreneurship Education Ecosystem in Colleges and Universities

Xia Dong*

Shandong Vocational and Technical University of International Studies, Rizhao, 276826, Shandong, China

**Corresponding author email: swut_dongxia@163.com*

Keywords: University innovation and entrepreneurship education, Ecosystem, Chinese characteristics

Abstract: The construction of university innovation and entrepreneurship education ecosystem is a hot concern for international entrepreneurship education theory and practice. However, China's specific national conditions and path of characteristics determine that the Western model cannot be copied. It must, on the basis of comprehensive experience of ancient, modern and abroad, based on China's national conditions, make Chinese choices and reflect Chinese characteristics. We should focus on building the "Chinese consensus" on the construction of the innovation and entrepreneurship education ecosystem in universities, building a solid "Chinese confidence", highlighting the "Chinese style", and building a "Chinese model".

1. Introduction

Innovation and Entrepreneurship Education Ecosystem (read: Innovation and entrepreneurship education ecosystem. in English) The construction of "I-3E" is a hot issue of general concern to the theory and practice of international entrepreneurship education, and also an important direction of innovation and entrepreneurship education reform in universities in China. "I-3E" emphasizes the re-examination of innovation and entrepreneurship education from the perspective of "ecosystem", highlighting the holistic, systematic and hierarchical perspective, and paying attention to the deep integration and coordinated development between the various main elements. For the university innovation and entrepreneurship education ecosystem (English is: University-based innovation and entrepreneurship education ecosystem. Simply referred to as "U-I-3E"), the western developed countries started earlier in their practice mode and theoretical construction, a lot of experience is worth our further study. However, China's specific national conditions and characteristic path determine that the Western model cannot be copied. "U-I-3E" construction must make Chinese choices based on China's national conditions and reflect Chinese characteristics. In particular, we should focus on trying to build the "Chinese consensus" on U-I-3E "construction, build up the" Chinese confidence " , highlight the " Chinese style " , and build a " Chinese model " .

2. Focus on Building the “Chinese Consensus”

(1) Further enhance the conceptual consensus

At present, people still have a cognitive deviation from the essence of U-I-3E “, which often mix it with college entrepreneurship ecosystem and traditional college entrepreneurship education, which restricts the progress of U-I-3E” research and practical innovation. From the perspective of domestic practice and scholars research, preliminary “U-I-3E” form certain concept consensus, namely is “U-I-3E” is to cultivate students innovative entrepreneurial spirit and ability as the fundamental point, universities as the center, leading curriculum, multiple subject multiple elements synergy with distinct endogenous dynamic, sustainable, self-regulation and mutual benefit and win-win education system. The core function of the system is not only to “cultivate entrepreneurs”, but to effectively reflect the national requirements of innovation and entrepreneurship education “oriented, combined with major, integrate into the whole process of talent training”, and effectively improve the innovation and entrepreneurship consciousness and ability of all students. The education system, focus on “ improve the university innovation entrepreneurship education system and mechanism as deepening the reform of university innovation and entrepreneurship education, gather innovation entrepreneurship education elements and resources, unified leadership, management, open cooperation, full participation, form the whole society care and support innovation entrepreneurship education and students innovation entrepreneurship good ecological environment.” This can be used as a prerequisite for the construction of” U-I-3E” with Chinese characteristics.

(2) Further enhance the consensus on ideas

China “U-I-3E” construction than foreign countries, has different circumstances and ideas. In China's innovation and entrepreneurship, education is committed to the “broad spectrum” education concept and mode almost in the initial stage, focusing on adhering to the principle of “facing the whole, classifying teaching, combining majors and strengthening practice”, and has distinctive Chinese characteristics.” Facing the whole” emphasizes that the object of innovation and entrepreneurship education should truly cover all college students and infiltrate into the whole process of talent training of each student.” Classified teaching” emphasizes that no “innovation and entrepreneurship education means”, but for different majors, no classmates, different types of universities, pay attention to distinguish the strength of entrepreneurial willingness, weak entrepreneurial culture, and less entrepreneurial opportunities, make different designs, not only cover the surface, and grasp the key points.” Combining with majors” emphasizes the correct understanding of the relationship between innovation and entrepreneurship education and majors. It is not to “make innovation and entrepreneurship education into a major” or “alternative major”. Its essence is how to play the innovation and entrepreneurship education function of education and teaching of various disciplines and majors.” Strengthen practice” emphasizes the distinctive essential characteristics of innovation entrepreneurship education, namely practice education rather than knowledge education, the practice here is not limited to the enterprise, and to expand to all beneficial to students 'innovative entrepreneurial spirit cultivation and ability of various forms of practice, pay attention to promote innovative entrepreneurial education through practice, effectively enhance students' innovation and entrepreneurship ability.

(3) Further enhance the consensus on targets

In studying and promoting the construction of “U-I-3E”, we often try to reconstruct the practice of some universities, especially those in developed countries, from successful elements and models. It is an important thinking path, but it needs to be treated with caution. In essence, the so-called successful “U-I-3E”, often have different social backgrounds, school characteristics and practical paths, and it is difficult to find removable solutions from the final reality of the

ecosystem. To effectively promote China's "U-I-3E" construction, we must not build an ecosystem for ecosystems. It is necessary to be more deeply aware that "I-3E" construction itself is not a purpose, but a means, and its ultimate goal and core direction is to cultivate the innovative and entrepreneurial talents needed for China's social development. This means that China's "U-I-3E" construction should not focus on the exemplary practices of some model universities, but should closely follow the core literacy and target requirements of Chinese-style innovative and entrepreneurial talents. Most scholars believe that the training of innovative and entrepreneurial talents for Chinese college students have three aspects: namely the cultivation of consciousness, the internalization of knowledge and the generation of experience. This goal is not only the ultimate pursuit of China's "U-I-3E" construction, but also the logical starting point and effectiveness test standard. It needs to be adhered to in the long-term, solid practice and keep pace with The Times.

3. We Will Strengthen "China's Confidence"

(1) Further enhance our confidence at the source

Hu Xiaofeng, a Chinese scholar, put forward the concept of "entrepreneurship education" in 1988, and elaborated on it systematically. At the same time, as early as the early stage of reform and opening up (1980), Deng Xiaoping proposed and effectively promoted the "hard entrepreneurship education" in the whole Party and society, achieved remarkable results and accumulated valuable experience. We must correct a vague understanding of the origin of innovation and entrepreneurship education in China. Then we fully realize that "the construction of U-I-3E" with Chinese characteristics should indeed have an international vision and pay attention to the experience and lessons of foreign countries, but in terms of its historical logic and practical logic, it is not and cannot be "external entry", but can only be "endogenous". We should pay attention to the historical origin, practical process and Times opportunities of China to find the endogenous motivation and appropriate mode of U-I-3E" construction from innovation and entrepreneurship education.

(2) Further enhance our theoretical confidence

"I-3E" construction theory can be divided into two categories: one is biased to methodology, practical application theory, mainly pointing to "how to innovation and entrepreneurship, how to build 'I-3E' " and other issues. Such problems vary by different economic and social environments. The other is the ontological and fundamental basic theory, which mainly points to the issues of "what is innovation and entrepreneurship, why entrepreneurship, innovation and entrepreneurship" and "what is" Why I-3E ', builds' I-3E ',, who I-3E', builds 'I-3E' ". Such types of questions are the premise and basis for scientific answers to type I questions. The answer to the above questions must be related to questions such as "the nature of man", "the essence of human development" and even "the essence of society and its ideals", which must be guided by the correct philosophical theory. In this sense, it can be said that Marxism is a unique philosophical resource and outstanding theoretical advantage for building a more scientific "I-3E" theoretical system with Chinese characteristics.

(3) Further enhance cultural confidence

Cultural confidence refers to fully seeing the important supporting role of the excellent Chinese culture in the "U-I-3E" construction. Innovation and entrepreneurship is not only social and economic activities, but also a cultural activity. In particular, the innovation and entrepreneurship spirit, which plays a key role in the effectiveness of innovation and entrepreneurship, is very closely related to culture. In the process of promoting the "U-I-3E" construction, we should pay attention to being rooted in cultural deposits, highlighting cultural characteristics and exploring cultural advantages. On the one hand, it has the advantages of excellent traditional Chinese culture. For

example, the self-reliance represented by “the sky is healthy, the gentleman takes unremitting self-improvement” and “the dead are like people, do not give up day and night”

4. Pay Attention to Highlighting the “Chinese Style”

(1) To stick to the right direction

In the document on deepening the reform of college innovation and entrepreneurship education issued by the State Council in 2015, it is clear to “fully implement the Party's education policy and the fundamental task of cultivating people by virtue” as an important content of the guiding ideology of the reform of innovation and entrepreneurship education in colleges and universities. Innovation and entrepreneurship education is not only focused on the formation of innovation and entrepreneurship quality, but also to the pursuit of comprehensive and free development, a spiritual education or life problem, education, the motivation and way of economic development, an economic problem, not only individual or individual people, but a social problem, production and distribution of interests, efficiency, fairness and social ideals. In foreign countries, innovation and entrepreneurship education in universities is often described as “value irrelevant”, in essence covering up the essence of serving capital development.” Why innovation and entrepreneurship and who innovation and entrepreneurship are for” are “the fundamental problem that must be solved in U-I-3E” construction. It cannot have nothing to do with value or politics. Innovation and entrepreneurship education is closely related to political issues and ideological and political education.

(2) We must adhere to state leadership

Practice shows that the “capital-led” innovation and entrepreneurship and its education are often reflected in the individualistic profit-seeking carnival of a few people. Only when the state leads it can we achieve innovation, entrepreneurship and profit from development. The U-I-3E”, of foreign countries, especially developed capitalist countries such as the United States and the United States, is mainly dominated by society or capital, and then serves capital. Behind its development, capital logic plays a role, and the actual leading force is the profit-seeking and value-added force of capital. China's “core intention of U-I-3E” lies in order to serve the people and must adhere to the Party and the government to ensure that innovation and entrepreneurship education in universities is closely combined with the realistic goal and fundamental direction of China's development. We should earnestly implement the dominant role of university Party committee in “I-3E” construction; to give full play to the important role of public opinion in promoting ideological and political work; to constantly improve the policy system of innovation and entrepreneurship, through the development of higher education, as an important content, basic link and characteristic platform of moral education. However, state dominance is not the same as the government arrangement, and cannot erase the internal power of universities themselves.

(3) We must adhere to comprehensive education

“I-3E” we want to build is not self-sufficient, closed and isolated, but flexible and open; not simply to pay attention to the cultivation of students' innovation and entrepreneurship ability, but to drive the all-round development of morality, intelligence, body, beauty and labor through innovation and entrepreneurship education. On the one hand, our “I-3E” can not only be limited to the level of higher education, but must strive to achieve the organic connection of innovation and entrepreneurship education between universities, middle schools, primary schools and even kindergartens, and explore the construction of a whole-process and integrated “I-3E”. On the other hand, our “I-3E” should not be limited to the field of school education, but also conduct active and effective integration with different levels of family education, community education and social education, grasp beneficial entry points, complementary mutual assistance and collaborative

education. Adhering to the concept of innovation and entrepreneurship education of comprehensive education and all-round development, and finally forming a new education model covering all students, radiating the whole society and promoting all-round development is the meaning of building the “I-3E” question with unique Chinese characteristics.

5. Pay Attention to Building the “Chinese Model”

(1) We should stimulate the sustained impetus for innovation and development based on the real needs of the country

Our “I-3E” construction, we should closely follow the main contradiction of economic and social development to promote the innovation process. To continue to solve the main contradiction as the core mission, on the basis of summarizing experience, pay more attention to national conditions, social situation, actively meet the new era of China implement innovation driven, realize innovation development, the urgent need, strive to solve the whole society innovation entrepreneurship consciousness is not strong, innovation and entrepreneurship ability is not strong, innovation entrepreneurship mechanism and imperfect key problems. We should ensure that “U-I-3E” construction always has a prominent problem consciousness, adhere to the practical orientation, effectively take solving social practical problems as the driving force to boost the continuous improvement of “U-I-3E” itself, effectively feedback the “continuous innovation and deepening development of U-I-3E” construction with the real needs of the country, and then build a “U-I-3E” model with obvious effect and outstanding characteristics.

(2) We should enhance the function of dynamic adjustment and constantly promote the improvement of systems and mechanisms

In the future, to ensure the long-term and sustainable development of innovation and entrepreneurship education, we must pay attention to the establishment of scientific and effective systems and mechanisms, and form a “U-I-3E” model that can be self-regulated and dynamically balanced in development. In its internal, to pay comprehensive attention to innovation entrepreneurship education teachers, curriculum, practice platform, to in-depth understanding of the connotation, characteristics, advantages and demand, etc., also from a systematic, hierarchical perspective of ecological, dig the deep connection between the elements, to ensure that “U-I-3E” related internal elements can achieve positive and benign interaction, to achieve the effect of coordinated development. As for the meaning of coordinated development, its key concept is to emphasize strengthening the shortcomings, while the key shortcomings of innovation and entrepreneurship education in Chinese universities mainly lies in the teaching staff. High-quality and high-level teachers are the final and decisive elements of the quality of innovation and entrepreneurship education. However, the scale of innovation and entrepreneurship education teachers in universities is not large enough and not high enough, and the degree of specialization is low, which is the bottleneck problem that needs to be solved with priority. The education system must effectively solve the key problems such as discipline ownership, professional title promotion, and treatment guarantee of innovation and entrepreneurship teachers, and select teachers from a high starting point, high-level education, and teachers with high-efficiency. In its external, university innovation and entrepreneurship education and professional education to achieve benign interaction, gradually realize all professional education in innovation entrepreneurship education “keep good canal, good responsibility field”, comprehensive, multi-angle innovation entrepreneurship education concept and its requirements penetration into the process of professional education, in a more flexible, rich and generally effective way, to achieve the whole education system can effectively highlight the innovation and entrepreneurial talent training function of the ultimate goal.

(3) An open field of vision should be formed, and a support system of internal and external connection should be constructed

As a key breakthrough to promote the comprehensive reform of higher education, the reform and development of innovation and entrepreneurship education in universities should not only talk about the development of themselves, but must be put in the overall planning and overall situation of social reform and development, and present “Chinese characteristics of U-I-3E” construction with open thinking. In terms of micro level, colleges and universities must be more open attitude, actively and effectively with the government, society, enterprise, complementary advantages, mutual benefit and win-win, stimulate the main body to participate in substantive innovation and entrepreneurship education community, establish more substantive cooperation, build more effectiveness platform, produce more high level cooperation results, build multi-level benign interaction, jointly create a good pattern of development. In terms of macro level, in the economic globalization, the community of human destiny increasingly strong new era, our “I-3E” construction must have international vision and human feelings, pay attention to draw beneficial experience, seek transnational cooperation opportunities, good at integrating global resources, take the initiative to explore the world problems, efforts to build “domestic-foreign” double cycle of supporting and complementary development environment. The “U-I-3E”, with Chinese characteristics will surely become a world-level innovation and entrepreneurship education.

References

- [1] Yang Xiaohui. *International comparison and Chinese characteristics of university entrepreneurship education ecosystem construction* [J]. *Chinese Higher Education Studies*, 2018, (1).
- [2] Han Meng. “Symbial” *Entrepreneurship Education Model of Oxford University and -- Based Business School* [J]. *University Education Science*, 2020, (1).
- [3] Li Ya, Li Jian, Feng Xin. *The origin, evolution and outlook of entrepreneurship education in China* [J]. *Management of College Education*, 2017, (3).
- [4] Cai Xuhan, Wu Hao. *Integration of Revolutionary Culture into University Entrepreneurship Education under the Vision of Cultural Education* [J]. *Innovation and Entrepreneurship Education*, 2018, (2).
- [5] Wang Zhanren, Kong Jiejun. *Research on Innovation and Entrepreneurship Values Education in Chinese Universities* [J]. *Proceedings of the National Academy of Education Administration*, 2019, (10).
- [6] Huang Zhaoxin, Huang Yangjie. *Innovation and Entrepreneurship Education-Empirical Research from 1231 Universities* [J]. *Educational Research*, 2019, (7).