

On the Path of “Mass Entrepreneurship and Innovation” Education Boosting Employment Quality in Agricultural Higher Vocational Colleges under the Background of “Double Cycle” Economy

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Abstract: Against the background of significant changes in the domestic and international environment, it is imperative and effective strategic measures to build a new development pattern based on the "double cycle" economy, carry out in-depth mass entrepreneurship and innovation education in colleges and universities, enhance entrepreneurship to drive employment, and stabilize the employment situation of college graduates. This paper briefly analyzes the significance and existing problems of entrepreneurship and innovation education in agricultural higher vocational colleges, actively explores the methods and ways of teaching reform of entrepreneurship and innovation education in agricultural higher vocational colleges under the "double cycle" economic background, creatively puts forward the model of "three integration, four progressive" entrepreneurship and innovation education to boost employment quality, and solves the problem of low employment quality of agricultural graduates in higher vocational colleges.

1. Introduction

At present, China is in a situation of great change that has not been seen in a century. First, the large-scale outbreak of COVID-19 has caused global economic activities to press the pause button and led to economic recession. The international economic pattern will change. Second, the COVID-19 epidemic may lead to the contraction of the global manufacturing supply chain. Third, the rise and development of innovative technology and emerging industries have reshaped the global economic landscape. Fourth, emerging economies represented by China and Southeast Asia are developing rapidly, forming a multipolar and in-depth development. The gap between them and traditional developed countries is smaller and smaller, and the international balance of power is no longer wide, but gradually balanced. Fifth, the trend of thought of trade protectionism has spread internationally, causing temporary setbacks to economic globalization ^[1].

2. The Great Significance of Developing Mass Entrepreneurship and Innovation Education in Higher Vocational Colleges

At present, the number of college graduates in China has reached a record high for 10 consecutive years. According to the statistics of relevant departments, the 2022 college graduates in China broke through the 10 million mark for the first time, reaching 10.76 million, an increase of 1.67 million over 2021. The size and number of graduates have once again created a new historical record. At the same time, under the impact of the COVID-19, the global economy is declining, trade is declining, the domestic economy is facing severe challenges, the employment problem of students in higher vocational colleges is becoming increasingly serious, and the employment pressure is increasing. Therefore, it is of great significance for higher vocational colleges to carry out mass entrepreneurship and innovation education to boost employment quality based on the “double cycle” economic background^[2].

2.1. Mass Entrepreneurship and Innovation Education is Conducive to Alleviating Employment Pressure

Since 2019, higher vocational colleges nationwide have expanded enrollment to 4.133 million in three years, and 5.526 million in 2021, 1.8 times the number of students enrolled ten years ago. Graduates of higher vocational colleges have far exceeded the number of jobs that can be accommodated by the society, resulting in employment difficulties, poor employment quality and other problems for graduates of higher vocational colleges. Therefore, it is very important to carry out mass entrepreneurship education in higher vocational colleges to improve students' innovation and entrepreneurship skills. Improve students' innovation ability, entrepreneurship awareness and comprehensive quality by building an innovation and entrepreneurship incubation base integrating industry and education, an innovation and entrepreneurship college, integrating innovation and entrepreneurship courses, launching innovation and entrepreneurship competitions, entrepreneurship practices and other means, and encourage graduates to relieve employment pressure through independent entrepreneurship^[3].

2.2. Mass Entrepreneurship and Innovation Education is Conducive to Cultivating the Innovative Spirit of College Students

College students are the most innovative group. They are optimistic, active, energetic, positive, and have a strong sense of autonomy. They can think independently and identify themselves; At the same time, they also have different personality characteristics, such as different interests and hobbies, different psychological and emotional needs, and different ideal pursuits; Carrying out mass entrepreneurship and innovation education is conducive to stimulating students' innovation, making full use of students' interests and hobbies, giving full play to students' professional advantages to carry out entrepreneurial practice activities, and cultivating students' innovation spirit and entrepreneurial ability while improving their professional skills.

2.3. Mass Entrepreneurship and Innovation Education is Conducive to Improving the Level of Vocational Education

The fundamental goal of vocational education in China is to cultivate technical and technical application-oriented talents with a certain level of education, professional knowledge and professional skills. Compared with general education, vocational education pays more attention to the cultivation of students' practical skills and practical work ability^[4]. Mass entrepreneurship and

innovation education focuses on cultivating students' innovation spirit and entrepreneurial ability, which plays a key role in improving students' comprehensive quality and cultivating composite talents. To carry out mass entrepreneurship and innovation education in higher vocational colleges and put it into practice can lay a solid foundation for graduates to improve their employment quality, and at the same time, it has far-reaching significance in promoting the development of vocational education to a higher level ^[5].

3. Problems in Mass Entrepreneurship and Innovation Education in Higher Vocational Colleges

The concept of mass entrepreneurship and innovation education provides a new training direction for higher vocational colleges to cultivate more comprehensive technical and skilled talents, and also provides a wider way for graduates to obtain employment. The state has issued a large number of support policies and measures to support college students' entrepreneurship. Through the training of schools, many college students have basic entrepreneurial skills, but due to low technical level, insufficient social experience and entrepreneurial experience, As a result, the success rate of entrepreneurship of students in higher vocational colleges is not high, especially in agricultural entrepreneurship projects, which have low technical level and low technical barriers. One of the most important reasons for this phenomenon is that higher vocational colleges lack a scientific and rational curriculum system of mass entrepreneurship and innovation education. Specifically, the following problems exist in the mass entrepreneurship and innovation education activities carried out by higher vocational colleges:

3.1. Insufficient Attention

At present, the national higher vocational colleges have set up entrepreneurship and innovation education courses, most of which pay more attention to professional and technical education, resulting in insufficient attention to entrepreneurship and innovation theory education, and the supporting curriculum system of teaching content has not been improved and optimized for a long time; The practice curriculum system is also not perfect, which leads to the lack of practical experience of students, and affects the effect of entrepreneurship and innovation talents training in colleges and universities.

3.2. Few Opportunities for Hands-On Practice

Entrepreneurship and employment are different from each other. Entrepreneurship requires project start-up funds and support from relevant policies. At present, the innovation and entrepreneurship education in higher vocational colleges in China is still in its infancy, and the teaching experience is not rich enough to lead students to carry out innovation and entrepreneurship practice activities. The actual forms of practice activities are very simple, mainly because teachers guide students to write entrepreneurship reports and lead students to participate in innovation and entrepreneurship competitions, which cannot comprehensively promote the improvement of students' innovation and entrepreneurship comprehensive ability. In addition, due to the limited resources of the college and the lack of project incubation base and financial support on campus, it is difficult to stimulate the initiative of vocational students to start their own businesses ^[6].

3.3. Weak Teachers in Innovation and Entrepreneurship Education

As the entrepreneurship and innovation education in higher vocational colleges in China has

been carried out for a short time, students should not only learn relevant professional knowledge, especially modern agriculture, but also learn the ability to solve problems in the process of entrepreneurship. Teachers themselves have no entrepreneurial experience, have not received systematic learning, are not professional, and lack practical experience. Although they can guide students to write entrepreneurship reports, due to limited resources, it is impossible to guide students to carry out entrepreneurial practice education activities, which is not conducive to cultivating students' innovation and entrepreneurship ability.

3.4. The Evaluation System of Mass Entrepreneurship and Innovation Curriculum is not Scientific Enough

At present, the mass entrepreneurship and innovation education in higher vocational colleges in China generally lacks a complete evaluation system, and the process assessment and comprehensive assessment methods for students' entrepreneurship and innovation are not scientific enough. They basically stay in the theoretical level of assessment, and there is no sound and reasonable way to formulate the conversion method of entrepreneurship and innovation practice credits; The evaluation system for the teaching work of mass entrepreneurship and innovation teachers is not scientific enough to help teachers improve their teaching plans and adjust their teaching strategies in a timely manner.

3.5. The Quality of Entrepreneurs is Not High

In China, students began to receive entrepreneurship and innovation education after entering the university. The time from receiving education to launching entrepreneurial activities was very short, and they did not receive systematic education, especially the systematic education in agriculture. As a result, the initial entrepreneurial theory level of vocational students was not enough, their comprehensive quality was not high, and they lacked experience in enterprise management and promotion. In addition, most of the current students are spoiled, have strong self-awareness, lack the ability of self-examination, and lack the quality of hard work. Once they encounter difficulties in starting their own businesses, they do not have enough tolerance, and when they encounter temporary failures, they will shrink back, which is easy to abandon^[7].

4. The Methods and Paths of Promoting Employment Quality through Mass Entrepreneurship and Innovation Education in Agricultural Higher Vocational Colleges under the Background of “Double Cycle” Economy

Under the background of building a new economic development pattern of domestic and international double circulation and mutual promotion, as a traditional agricultural country, China's huge agricultural population determines that the basic industry of China's national economy is still agriculture. China's vocational colleges have more than 30 agricultural related majors. In recent years, with the vigorous promotion and application of modern agricultural technology, the precise assistance of relevant policies to help farmers and benefit farmers, and a large number of high-precision, multi-purpose and efficient agricultural machinery and equipment are invested in agricultural production, which gives graduates of vocational colleges with agriculture related majors a good opportunity to create businesses. Therefore, agricultural higher vocational colleges should seize the opportunity to cultivate high-tech skilled talents who “know, love and promote agriculture”, actively explore the methods and ways of innovation and entrepreneurship education and teaching reform under the new situation, improve students' entrepreneurship and innovation ability, and improve students' employment quality^[8].

4.1. Renew Education Concept

Agricultural higher vocational colleges should actively take effective measures to change the educational concept of teachers, take moral cultivation as the fundamental starting point, and invest in the great cause of cultivating the new era of “knowing, loving and promoting agriculture”. With the purpose of cultivating the innovation awareness and entrepreneurial ability of agricultural students, teachers should actively and deeply explore and study innovation and entrepreneurship education, and actively participate in relevant training, The school should build an entrepreneurial innovation platform and incubation base that meet the training needs of agricultural vocational colleges, carry out curriculum system reform with the thinking concept of “agriculture+” and “+agriculture”, and comprehensively cultivate students' comprehensive abilities.

4.2. Build the “Three Integration and Four Progressive” Mass Entrepreneurship Education to Boost the Employment Quality Improvement Model of Agricultural Related Colleges and Universities

In the context of the “double cycle” economy, we should build a mutual promotion model between entrepreneurship and innovation education and employment quality improvement work with the concept of “innovation+” and “entrepreneurship+”. In the process of entrepreneurship and innovation education and practice, how to promote entrepreneurship skills and employment guidance work mutually, and achieve the integration and cultivation of entrepreneurship awareness, entrepreneurship projects, entrepreneurial team formation, specific entrepreneurial practice and career planning in the process of entrepreneurship and innovation education.

“Three integration”: with students' employment needs as the main line, modern agricultural knowledge, career planning courses and employment guidance are integrated into the four progressive growth processes of cultivating students' entrepreneurial skills; Solve the problems of few agricultural entrepreneurial projects and low success rate, and the problems of graduates' difficult job selection, unclear employment demand, few employment channels, lack of employment and slow employment.

“Four Progressive”: It is an advanced education model of “full coverage”, “hierarchical” and “differentiation” for the growth of innovative and entrepreneurial talents, with the cultivation of students' entrepreneurial ability as the main line and the cultivation of innovative and entrepreneurial ability as the path. The model presents a pyramid structure of “four levels of progress”. The four periods correspond to ubiquitous enlightenment teaching, professional double innovation and general education teaching, project simulation teaching and practice incubation teaching respectively; In the process of mass entrepreneurship and innovation education, the focus of education is unclear, and the guidance level of tutors is unclear^[8].

4.3. Strengthen the Construction of Mass Entrepreneurship and Innovation Teachers with Agricultural Characteristics

The key to the success of entrepreneurship and innovation education in agricultural higher vocational colleges lies in the construction of agricultural teachers. Starting from cultivating students' ability of mass entrepreneurship and innovation, we should improve students' comprehensive quality in entrepreneurship and entrepreneurial ability, and then improve their employment quality. We should not only have teachers with rich teaching experience and profound theoretical knowledge in colleges and universities, but also have a team of agricultural mass entrepreneurship and innovation teachers with rich experience in modern agricultural production, management knowledge and practical experience. Through “internal training and external

introduction”, we should make full use of the rich experience outside the school Agricultural professionals with strong working ability can ensure the reasonable structure of the teaching staff, implement the training mode of “on campus + off campus double tutorial system”, and achieve a characteristic mass entrepreneurship and innovation teaching team with targeted teaching content and effective teaching effect.

4.4. Innovative Construction of Mass Entrepreneurship and Innovation Curriculum System

The construction of innovative curriculum system is an important part of the reform of entrepreneurship and innovation education in agricultural higher vocational colleges. In terms of curriculum design, we should take students' employment needs as the main line, build a “full coverage”, “hierarchical” and “differentiated” curriculum system for entrepreneurship and innovation, carry out cross professional integration of agricultural knowledge with the thinking concept of “agriculture+” and “+agriculture”, increase the proportion of practical courses, and focus on the combination of theory and practice, Build practice platforms such as entrepreneurial incubation bases with multiple subjects to provide students with opportunities for hands-on practice. We will strengthen cooperation between schools and enterprises, provide education funds and resources, enhance students' capacity for mass entrepreneurship and innovation, and stimulate students' potential for mass entrepreneurship and innovation. In addition, actively carry out mass entrepreneurship and innovation activities, create a good mass entrepreneurship and innovation atmosphere, guide students to form mass entrepreneurship and innovation thinking, and improve students' mass entrepreneurship and innovation ability and market competitiveness.

To sum up, in the context of the “double cycle” economy, agricultural vocational colleges actively explore the methods and paths of entrepreneurship and innovation education to boost employment quality in agricultural higher vocational colleges under the “double cycle” economic background, and form a “three integration, four progressive” mode of entrepreneurship and innovation education to boost employment quality by updating education and teaching concepts, building innovative curriculum system, and strengthening the construction of innovative and innovative teachers with agricultural characteristics, Effectively promote the entrepreneurship and innovation ability and employment quality of students in agricultural related vocational colleges.

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