

Research on the Training Path of Young Innovative Talents

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Abstract: It is of great significance to vigorously cultivate innovative talents in the context of the knowledge economy. The standards for innovative talents include both internal and external aspects. To cultivate innovative talents, it is necessary to respect the basic laws of student growth, form a talent cultivation model that emphasizes both doctoral and vocational education and take the path of internationalization providing an optimized growth environment for talent cultivation. The article analyzes the current situation of cultivating future oriented technological innovation talents in universities and finds that there are problems such as unclear understanding and insufficient educational resources. It proposes implementation paths for cultivating innovative talents oriented towards future technology, such as adhering to the student-centered concept, emphasizing value guidance and knowledge impartation, innovating academic assessment mechanisms, and constructing research-oriented courses, providing reference for universities to explore innovative talent cultivation oriented towards future technology.

1. Introduction

Youth is the most precious human resource, and entrepreneurship education is one of the important ways to cultivate young talents. The basic functions of universities include talent cultivation, scientific research, and social services. All indications indicate that the implementation of "improving independent innovation capabilities and building an innovative country" cannot be separated from the contributions of universities in the above three aspects. In fact, universities have become an important component of the national innovation system. Entrepreneurship in higher education in universities is an education aimed at cultivating college students' innovation ability, employment ability, and improving their overall quality. In a broad sense, entrepreneurship education refers to the cultivation of innovative individuals. Vigorously promoting IAEE in higher education institutions is an important means to accelerate the transformation of economic development mode and adapt to economic and social development and national development

strategy. And also, it is an important means to deepen higher education teaching reform and improve talent training quality and promote full employment of college graduates. As an important base for cultivating high-quality innovative talents, universities should guide and help students participate in entrepreneurial learning through the establishment of entrepreneurship courses more effectively awakening entrepreneurial awareness cultivating entrepreneurial spirit and enhancing entrepreneurial ability[1].

2. Problems faced by promoting the cultivation of young innovative talents through entrepreneurship education in universities.

As a teaching concept and model that adapts to the needs of economic, social, and national development strategies, entrepreneurship education in universities aims to cultivate the innovative spirit and entrepreneurial qualities of college students, guide universities to constantly update educational concepts, reform talent cultivation models, reform educational content and teaching methods. This will help universities closely integrate talent cultivation, scientific research, and social services, achieving a shift from focusing on knowledge to placing greater emphasis on learning, practical, and innovative abilities. It will educate students to learn knowledge and skills, learn how to use their hands and brains, learn how to survive and live, learn how to be a person and do things, promote students to actively adapt to society, and create a better future. Promoting the cultivation of young talents through entrepreneurship education in universities requires the optimization of both internal and external ecological environments. From the analysis of its connotation and nature, entrepreneurship education is still mainly at the level of entrepreneurial activities with a weak development foundation and a significant gap from the development of entrepreneurship education discipline. Therefore, entrepreneurship education in universities is facing three major development problems in promoting the cultivation of young innovative talents [2,3].

2.1 Conceptual disorder

Because of the widespread utilitarian concept of innovation and entrepreneurship education (IAEE) in society, many university education managers believe that IAEE is aimed at the entrepreneurial practice and employment behavior of a small number of college students. It is difficult for them to really understand the intrinsic value of their talent quality training, so they are unwilling to promote the school wide IAEE at the teaching level, let alone incorporate it into the school's talent training plan. As far as the objects of IAEE are concerned, utilitarian value judgments limit the perspective of many college students, leading them to mistakenly believe that IAEE is an activity that can immediately bring commercial and economic benefits. Even college students who have received IAEE have not studied and thought seriously, and cannot train and improve their entrepreneurial qualities based on their own characteristics.

2.2 Resource based barriers

At present, there is a relatively lack of basic conditions such as teachers, textbooks, funds, and venues required for IAEE. Teachers are a key element of IAEE. The unique characteristics of IAEE require teachers to have both extensive theoretical knowledge and rich social experience. Some universities have insufficient teaching staff for IAEE, and their knowledge structure cannot meet the requirements of a multidisciplinary structure for IAEE. IAEE not only has weak teaching staff, but also lacks textbooks, especially high-quality localized textbooks. The selection of textbooks for innovation and entrepreneurship courses is relatively arbitrary, and there is a clear lack of

systematic and rigorous discipline. In addition, IAEE is generally lacking in basic implementation institutions, making it difficult to obtain special funds and workplaces.

2.3 Mechanistic disorder

At present, there is no institutional arrangement for IAEE to enter the talent cultivation system in society. In universities, IAEE is mostly far from the first classroom and professional teaching, and is in a relatively awkward situation. The school's disciplinary construction plan, talent cultivation goals, teacher-student incentive orientation, and quality evaluation system generally do not include IAEE. From a disciplinary perspective, IAEE is a synthesis of numerous disciplines. Due to the fact that the research on entrepreneurship in China is still in its infancy, there are problems such as inadequate discipline construction of entrepreneurship and the arbitrary curriculum of IAEE. IAEE mostly focuses on guiding entrepreneurship planning competitions and employment guidance, without offering systematic IAEE courses, which makes it difficult to comprehensively improve the entrepreneurial quality of college students.

3. An Effective Path for Cultivating Innovative Talents.

3.1 The cultivation of innovative talents should be consistent with the national development strategy.

The cultivation of innovative talents should be aligned with national strategies. According to national development needs, targeted education, training, and management of talents should be carried out to make the implementation of national strategies a good platform for innovative talents to showcase their talents. At the same time, the role of innovative talents should be played to ensure the smooth implementation of national strategies.

3.2 The cultivation of innovative talents should form a talent cultivation model that emphasizes professionalism and breadth.

For a long time, the cultivation mode of college students in China has been relatively unified, with strong knowledge imparting characteristics. On the one hand, it is easy for students to be cultivated and managed and for colleges to quickly cultivate a group of talents with relatively solid knowledge. At the same time, the shortcomings of weak foundation and biased knowledge have directly caused students to lack rich and diverse imagination and integrated intelligence. Innovative talents can only adapt to their needs by possessing a broad perspective and diverse intelligence. Based on this, the cultivation of innovative talents must focus on a broad foundation and encourage students to develop towards interdisciplinary and interdisciplinary talents[4].

3.3 Innovative talent cultivation should take an international path.

The closed door approach to talent cultivation is destined to be non competitive. Only by adhering to the direction of international talent cultivation can teachers and students enter the forefront of various research fields, timely understand the hot topics and difficulties of international peer research, and learn advanced scientific research technologies and methods from abroad. Through frequent international exchanges, we can also transport outstanding domestic talents to top universities or research institutions abroad, participate in international research cooperation, undertake first-class research projects, and engage in major scientific research. By practicing on new platforms, we aim to strengthen the training of domestic innovative talents and improve their

innovation capabilities [5].

3.4 The cultivation of innovative talents should focus on the cultivation of students' humanistic literacy and scientific character.

The combination of science, art, and philosophy requires increasing the study of philosophy and art in the training program, providing students with artistic aesthetics, philosophical discussions, cultural appreciation, and other aspects of education, so that they can learn to combine science and art, strengthen the training of visual thinking, and have the correct guidance of scientific concepts and methodology in the process of self growth.

3.5 The cultivation of innovative talents should be based on the concept of "generalist" education and innovative talent cultivation models.

From the beginning of student selection, it is necessary to clarify the goals and directions for cultivating students. Universities can select outstanding students through channels such as independent enrollment, secondary selection, and connection with high school, and conduct a comprehensive examination of students' interests, aspirations, subject potential, comprehensive abilities, psychological qualities, and other aspects. At the same time, multi-stage dynamic entry and exit are implemented in the training process. Comprehensive examination and scientific diversion are conducted for students entering the plan. And a scientific exit mechanism is established to achieve smooth entry and exit channels, enabling students to maintain vitality and competitiveness [6].

3.6 The cultivation of innovative talents should be guided by the modern scientific and technological system, and a systematic training curriculum system should be constructed.

Universities should respond to the top-notch talent curriculum system of first-class universities both domestically and internationally, guided by the modern science and technology system, integrate systematic thinking into the curriculum system, build a curriculum structure and knowledge system with broad foundation, interdisciplinary, and strong systematicity, combine professional courses, basic courses, experimental courses, and other various courses, combine teaching and research, and combine independent learning, innovative learning, and research practice. And also, a research-oriented curriculum system and deeply train students' innovative thinking should be built [7].

3.7 The cultivation of innovative talents should focus on cultivating students' innovative abilities.

From the beginning of students entering university, universities should provide life and academic mentors for lower grade students, and research and competition mentors for higher grade students, so that various professional mentors can provide guidance to students in various aspects such as course learning, scientific research, and career planning. Mentors should cultivate students' understanding of their majors and interest in scientific research through various methods such as organizing academic and technological activities, as well as laboratory visits and scientific paper competitions, leading them to develop towards higher and better directions [8].

3.8 The cultivation of innovative talents should create a school cultural ecology of "education for innovation".

The core of cultivating innovative talents requires differentiated education based on fully paying attention to students' individual thoughts, behaviors, and other characteristics, combined with professional development direction and personal interests and needs. Innovative activities are carried out by stimulating individuals' spirit of exploring true knowledge. Carrying out differentiated education requires universities to incorporate interactive experience models in the specific implementation process, fully mobilizing students' autonomy and spirit. The teaching process can be transformed from procedural teaching to autonomous teaching through thematic discussions, content discussions, and viewpoint exchanges [9-12].

3.9 The cultivation of innovative talents requires the establishment of a diversified evaluation system for the quality of innovative talent cultivation.

The evaluation of the quality of innovative talent cultivation in universities is an important way to strengthen teaching control, deepen teaching reform, and improve teaching quality. A scientific evaluation standard should include diversified teaching quality assessment and evaluation standards including society, enterprises, schools, and students, which is the key to improve the quality of innovative talents[13].

3.10 The curriculum should be optimized and the proportion of interdisciplinary knowledge should be increased to cultivate innovative talents.

The cultivation of innovative talents through cross-border integration has become the main theme of current education. The proportion of interdisciplinary knowledge in the curriculum should be increased to broaden the scope of knowledge, and cultivate students' professional and humanistic qualities[14].

3.11 Innovative talent cultivation should establish a people-oriented concept of innovative talent cultivation and continuously deepen the reform of educational methods.

Students should combine their professional characteristics and interests and expertise, shift from passive employment in the past to active entrepreneurship, drive others to find employment, and ultimately realize their life value. Innovation and entrepreneurship teachers should establish a new era education philosophy, strive to explore new teaching ideas and methods, focus on cultivating students' entrepreneurial awareness, closely connect IAEE with student employment, promote the development of IAEE, and cultivate high-quality and skilled talents[15].

3.12 Innovative talent cultivation requires multi-dimensional and three-dimensional teaching construction.

Teachers construct multi-dimensional and three-dimensional courses to create a three-dimensional online and offline hybrid teaching model reform, returning the classroom to students, establishing student-centered classroom teaching, truly restoring the purpose of education, utilizing the internet and modern information technology, and borrowing various online platforms such as Rain Classroom and Learning Pass to push course related MOOCs, micro courses, and expand knowledge to students[16].

3.13 The cultivation of innovative talents should enhance the scientific literacy of young people and cultivate a reserve army of scientific and technological innovation talents.

Firstly, it is necessary to first place the promotion of scientific spirit in the entire education chain, adhere to moral education, integrate scientific spirit into classroom teaching and extracurricular practical activities, and stimulate the patriotic enthusiasm of young people; Secondly, it is necessary to strengthen the comprehensive training of reserve talents for technological innovation, strengthen personalized training for students with innovative potential, and more importantly. At the same time, schools should play a good role as the main educational platform[17].

4. Conclusions

The cultivation of young innovative talents is in line with the essential return of IAEE. That is to say, the educational value positioning of IAEE reaches a new stage in the development of IAEE. The educational nature of IAEE itself determines its foundational and futuristic value. IAEE not only involves "how to start a business", but more importantly, the core knowledge and abilities mainly including: the ability to identify opportunities in life, the ability to identify business opportunities by generating new ideas and integrating necessary resources, the ability to establish and manage new businesses. On this basis, entrepreneurship education in universities cultivates entrepreneurial awareness, understands entrepreneurial knowledge, and experiences the entrepreneurial process, enabling college students to experience, explore, and understand the life world of entrepreneurs. The effectiveness of entrepreneurship education in universities directly affects the quality of cultivating young innovative talents.

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