

Research on Innovation and Entrepreneurship Education of Humanities Undergraduates under the Background of Internet +

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Abstract: The advent of the Internet+ era puts forward new requirements for innovation and entrepreneurship education for undergraduates in the humanities. This paper first elaborates the current research status of innovation and entrepreneurship education in the humanities, and the characteristics that innovation and entrepreneurship talents should possess. Finally, aiming at the unique difficulties and problems faced by the undergraduates of humanities in colleges and universities, this paper gives suggestions and strategies to promote their healthy development.

1. Introduction

Under the background of the Internet+ era, entrepreneurial innovation has become an important way to increase overall national strength and international competitiveness, and has become a new commanding height. College students as the most entrepreneurial and potential group need to attach great importance to and cultivate their entrepreneurial and innovative capabilities, so as to better promote the rapid development of China's market economy [1]. However, the advent of the Internet+ era also puts higher requirements on innovation and entrepreneurship education in colleges and universities. It should pay attention to the construction and improvement of its new model in order to cultivate better and more versatile talents for society. Therefore, research on innovation and entrepreneurship education in the era of Internet+ is an important foundation for the country to implement innovation-driven development strategies, and it is also an urgent need to promote economic development to improve quality and efficiency, which is not only conducive to promoting the further development of humanities education in colleges and universities, it is also of great significance for the promotion of higher quality entrepreneurial employment for college graduates in the humanities.

2. The Present Research Situation of Innovation and Entrepreneurship Education under the Background of Internet+

2.1 Research status and willingness for innovation and entrepreneurship

At present, there are many researches on innovation and entrepreneurship education under the background of Internet at home and abroad. However, there are still insufficient researches on the related aspects of the policy of enhancing the innovation and entrepreneurship ability of undergraduates of humanities in colleges and universities under the background of Internet+ era. On the other hand, as students of the humanities in our country are currently focusing on the knowledge structure in their studies, they tend to cultivate humanistic literacy, while entrepreneurship is often technology-oriented. Therefore, although undergraduate students in the humanities have affirmed the positive role of innovation and entrepreneurship, most of them still don't have a strong will for innovation and entrepreneurship, which also shows that the humanities students' awareness of innovation and entrepreneurship needs to be further improved.

2.2 Situations of innovation and entrepreneurship education in colleges and universities

On the one hand, the innovation and entrepreneurship education in colleges and universities can systematically explain the present employment situation, and analyze the ability performance that the college students need to pay attention to and develop from the perspective of enterprises and job hunting, and reproduce all the processes of the interview. On the other hand, the innovation and entrepreneurship education in colleges and universities is too single to the industry analysis, and is disjointed with the present specific circumstances. The explanation is often the knowledge or skill that the university teachers think the undergraduates should have, which is quite different from the content that the undergraduates really wants to reach. From the perspective of students' wishes, they are more likely to expect company management to explain knowledge about innovation and entrepreneurship in a face-to-face manner, which would be more effective and, in addition, many university students expect the former classmates who have graduated to provide students with useful innovation and entrepreneurial information.

2.3 Views on undergraduate entrepreneurship in humanities

Because of limited professionalism, innovation and entrepreneurial content are mostly based on creativity and lack of technology, so compared to undergraduate students of science and engineering, undergraduates in the humanities major are more difficult to innovate and start their own business. In addition, the lack of good creative ideas in also adds lots of difficulty to undergraduate students in humanities. Another problem is the funding, for undergraduates in the humanities who have just graduated, the main source of funding for innovation and entrepreneurship is family support. However, many families may not be able to support their children's dreams of innovation and entrepreneurship. In addition, college students have limited access to outside funds, and many people may give up their innovation and entrepreneurial plans because of financial problems. Many undergraduates in the humanities are rarely exposed to business and related innovation and entrepreneurship, and many colleges and universities also lack related training, which lead to undergraduates in the humanities generally lack entrepreneurial experience. Therefore, on the one hand, undergraduate students of the humanities should have entrepreneurial qualities, such as economic management skills and psychological quality, which could provide great help for entrepreneurship. On the other hand, the government should provide entrepreneurial services as much as possible, carry out entrepreneurship education in colleges and universities, and popularize entrepreneurial knowledge, and help students increase entrepreneurial experience and build entrepreneurial awareness as well as provide financial support to help solve the economic difficulties of college students in their early stage of starting a business.

3. The characteristics of innovation and entrepreneurial talents in humanities

To cultivate innovative and entrepreneurial talents, it should first help them to form the fearless spirit of risking and the strong will for bear of setbacks. Secondly, they should have super strong scientific and technological application ability or social transformation ability. The creativity of innovative and entrepreneurial talents mainly comes from innovative personality, such as self-confidence and independence. Innovative entrepreneurial talent is a high-quality talent with innovative personality. Sometimes, non-intellectual quality is more important than intellectual quality, and high EQ is the spiritual motive for the success of innovative and entrepreneurial talent, which means have not only social adaptability, but also the pursuit of true knowledge, adventurous, challenging and passionate [2]. For talent that full of creative dynamism it is not enough to just rely on professional education, it is also necessary to strengthen the humanities education, make the students nurture the humanistic knowledge, cultivate the humanistic spirit, gain the thought enlightenment and the life perception, to realize the overall development of the subjectivity, and then walk on the life road of innovation and entrepreneurship. Furthermore, it is not enough to educate people only by professional knowledge, because through professional education, they cannot become person who develops harmoniously. To make students understand the value and produce enthusiasm,

it is necessary to cultivate the non-intellectual qualities such as the value pursuit and the ideological emotion of the students, which are even more important than the professional intellectual factors.

4. The Countermeasures of Promoting Humanities Undergraduates' Innovation and Entrepreneurship Ability under the Background of Internet+

4.1 Transfer humanistic knowledge into humanistic spirit and innovative character

The key point of humanistic education is not only how many humanistic knowledge students have mastered, but also the transformation of humanistic knowledge into intrinsic spirit and values [3]. The key to stimulating students to effectively translate humanistic knowledge into qualities is to reform the methods and methods of humanistic education. First of all, teachers should respect the student's dominant position, and fundamentally abandon the indoctrination teaching method, and guiding and inspiring students to establish a self-study and active learning attitude and a free search of learning spirit. Break through the old habits of teaching students to passively accept knowledge, advocating new ways of questioning reflection and daring to criticize, and forming a campus culture that is interactive between teachers and students, equal communication, and academic contention. In addition, colleges and universities should also vigorously strengthen the construction of teachers' morality and improve the teacher-student relationship so that students will be influenced and influenced by teachers' moral knowledge and humanistic spirit. Through lectures, tutoring, and daily exchanges, teachers express their opinions on academic issues and various social phenomena, answer students' questions, show their right and wrong judgments and values, and express their love for each other and express their true feelings.

4.2 Develop innovative thinking and education

First of all, to improve the innovative ability of undergraduates in the humanities of colleges and universities, it should first cultivate students' innovative thinking, guide students to compare contemporary advanced thinking with traditional ideological theory, and learn to sort out the process and causes of the development of events so as to enhance their own logic. At the same time, when university teachers are teaching international course courses involving case studies, they can supplement the current related successful business cases and failed business cases in the classroom to help students understand new business ideas and broaden their thinking [4]. In addition, for some specialized elective courses and general education courses, teachers can arrange for some students to give lectures during class hours, which will not only increase students' classroom participation, but also improve students' ability to explore independently. As an educational model that is conducive to fostering students' spirit of innovation and developing students' creativity and innovation ability, students should be able to focus on cultivating their innovative abilities in their courses so that they can achieve common development and common development. Students can choose their own courses based on their interests and interests to expand knowledge, but also to cultivate the habit of independent learning and independent thinking. Finally, colleges and universities can also introduce relevant incentive measures to encourage students to actively engage in scientific research and practical activities that exceed the requirements of the professional teaching program according to their own specialties and hobbies, so as to obtain intellectual labor achievements or other outstanding results with innovative significance. Colleges and universities could also introduce the practice and research activities into the credit system to enrich the connotation of innovative credits and mobilize the enthusiasm of the undergraduates in the humanities.

4.3 Develop entrepreneurial thinking and ability

For undergraduates in the humanities, the essence of entrepreneurship is to find opportunities and seize opportunities with keen interest, and integrate various effective resources to develop their own business. Entrepreneurship for undergraduates in the humanities, there is a lack of comprehensive knowledge of economic and trade management, as well as the lack of appropriate science and technology. Therefore, entrepreneurship for them is more than a kind of innovative thinking and

speculative ability. On the other hand, from the perspective of undergraduates in the humanities, they should actively use social networking sites to fully display professional expertise, broaden their horizons, and learn communication skills. In addition, students should cooperate with each other, set up teams, use the Internet to share knowledge, and continue to build teamwork and management capabilities. Undergraduate students in the humanities themselves have the advantage of good communication skills, which is beneficial to their entrepreneurship. Therefore, from the perspective of colleges and universities, it is necessary to adjust curriculum settings and reform the teaching methods so as to guide students to think actively and highlight their main roles. And encourage students to choose courses across majors and strengthen general education. And encourage students to use cross-professional course selection to actively guide students to attend cross-departmental courses or double-degree education. Strengthening general education refers to fostering cross-disciplinary interest and expanding cross-professional capabilities. And finally, encourage students to participate in entrepreneurial competitions, at the same time, encourage teachers of the humanities to actively serve as instructors, guide students to understand entrepreneurship, actively create entrepreneurial environments and start entrepreneurial practices, and promote students' entrepreneurial ideas and entrepreneurship.

5. Summary

In the era of Internet+, fostering the creative personality of innovative and entrepreneurial talents could not only rely on professional education, but also vigorously strengthen humanistic education and upgrade the ability of undergraduates in the humanities to innovate and start up, which is also the need for the development of the times. There are specific difficulties and problems in the innovation and entrepreneurship of undergraduates in the humanities, while at the same time, there is a lack of in-depth research on innovation and entrepreneurship in the humanities. Therefore, in order to resolve this contradiction, it is necessary to start from the perspective of colleges and undergraduates in the humanities to carry out reforms of innovative education methods and innovative thinking methods. In addition, students should also actively develop teamwork and innovative practices, so as to cultivate their own sense of innovation, exercise their own entrepreneurial ability.

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