

Research on the Construction of Practical Teaching System in Colleges and Universities for the Cultivation of Employment and Entrepreneurship Ability

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Abstract: While college students face the problem of employment, the social labor force is generally in short supply. The signs of this contradiction indicate that there is a certain deviation between the talent training mechanism of colleges and universities in China and the demand for talents in the century. Talents with practical ability, innovative ability and entrepreneurial potential are urgently needed by the society. One of the most important ways to cultivate such innovative and entrepreneurial talents is through practical teaching. The author starts from the construction of the practical teaching system model for the cultivation of innovative entrepreneurship, and through the accumulation of experience in the practice teaching reform of colleges and universities, strives to explore ways to improve the quality of practice in local colleges and universities, and to ensure the smooth cultivation of college students' innovative and entrepreneurial capabilities. This paper explores the development factors of applied talents through the analysis of the actual situation of local colleges and universities practice teaching. The research focus is on the aspects of the practice teaching system talent training, the construction of teaching practice base, the construction of teaching staff and the development of teaching curriculum in the context of the transformation of local colleges and universities. It aims to provide effective suggestions for the construction of practical teaching system in colleges and universities in China.

1. Introduction

Under the new normal of economic structure transformation and innovation-driven development, the contradiction between the employment difficulties of college students and the structure of talent demand of enterprises has become increasingly prominent, and the employment situation is grim. Facing this situation, the application-oriented transformation has become a strategy for new undergraduate universities to seek development. In the period of transformation and development, new undergraduate colleges and universities will improve the quality of teaching, cultivate applied talents as the first task of development, actively introduce corresponding measures, support college students' independent innovation and entrepreneurship, drive development with innovation, promote employment through entrepreneurship, increase employment rate, and enhance university students' innovation. However, due to the limitations of their own conditions, the newly-built undergraduate colleges in the transitional development period have a certain gap between the professional quality and practical application ability and the actual needs of the market. In particular, the entrepreneurial ability of college students is generally not high, and the entrepreneurial efficiency is low. This is closely related to the lack of a sound practical teaching system in the newly-built undergraduate colleges in the transitional period. In particular, the practical teaching links for the cultivation of college students' innovative entrepreneurship are weak. Therefore, from the perspective of cultivating college students' innovative and entrepreneurial ability, it is especially important to construct a scientific practical teaching system.

2. Innovation and entrepreneurship ability training and practical teaching system

2.1 Innovative ability meaning

The innovative sociological explanation means that people need to break through the norms, propose new ideas, solve new problems, and apply new ones based on the needs of development and the development or invention of the predecessors. Create new things. Innovative ability is the skill or skill to implement innovative behavior. In the modern Chinese dictionary, the ability to innovate is interpreted as: the thought and performance of trying to innovate. Innovative ability is a multi-dimensional, multi-level comprehensive representation of individual knowledge reserves, innovative thinking and innovative personality. Among them, the foundation of the innovation capacity of the knowledge reserve room, the innovative thinking is the core, and the innovative personality is the guarantee.

2.2 The meaning of entrepreneurial ability

Entrepreneurial ability not only implies strong practicality, but also requires certain practical experience. It also includes strong comprehensive ability and needs to have a high comprehensive quality. It is a special creation that combines creativity and self-development and realization. It is a combination of three abilities: professional ability, management ability, comprehensive ability. Entrepreneurial ability refers to the psychological condition of a subject, which can affect the efficiency of entrepreneurial practice activities and promote the smooth progress of entrepreneurial practice activities [1]. In other words, entrepreneurial ability is a psychological function with human intelligence development as the core and strong comprehensive and creative; It is formed after the experience, knowledge and skills are refined and generalized, and then in entrepreneurial practice. Activities are reflected in complex and coordinated behavioral processes.

2.3 Practical teaching system

The practical teaching system is an organic whole, and most scholars believe that it has a narrow and broad meaning. In general, the objectives, content, management, evaluation system and other elements constitute the practice teaching system as a whole. This is a narrow and practical practice teaching system according to its broad level. This refers to the content system of practical teaching. This article is based on the generalized practice teaching system, but it is not limited to its four objectives: goals, content, management, and evaluation. The author regards experiments, training, internships, graduation thesis and other links as practical teaching activities, and re-understands the management, evaluation and condition guarantee of the system as the environmental resources of the practical teaching system. Therefore, the author believes that the practical teaching system is based on the premise of the training goal of practical teaching talents, with the practice teaching activities as the main content, and the corresponding environmental resources as the supporting condition of an organic connection.

3. The core elements of the practical teaching system from the perspective of the cultivation of college students' innovative and entrepreneurial ability

3.1 Practical Teaching and Training Objectives--To Improve Students' Innovation and Entrepreneurship Ability Center

In essence, the fundamental task of higher education is to cultivate high-quality talents with innovative spirit and practical ability. Under the new trend of innovation-driven development, talent training must fully consider the needs of local social and economic development and carefully study the needs of the market. And the future development, according to their own conditions to match the market demand, focus on the application of talent training, focus on training students' application ability, innovation and entrepreneurial ability, according to the specifications and requirements of the application of personnel training to practice teaching, in the classroom and Incorporate innovative entrepreneurial knowledge and skills into the practice outside the classroom to form an atmosphere of

innovation and entrepreneurship.

3.2 Practice Teaching Curriculum Setting - Fully Reflecting the Status of Students' Innovation and Entrepreneurship

In order to cultivate students' innovative and entrepreneurial abilities, schools must add relevant content to the practical teaching curriculum. Entrepreneurship such as marketing, business management, and human resource management in the basic practical course, and open courses such as SIYB and KAB to strengthen students. Innovate entrepreneurial awareness, enrich its innovation and entrepreneurial knowledge, cultivate students' independent thinking ability and logical thinking; timely integrate new knowledge, new technologies, new processes, new methods needed for economic and social development into professional practice curriculum content, and cultivate students' innovation Entrepreneurial quality and ability; using modern educational technology, infiltrating innovation and entrepreneurship education into every aspect of comprehensive practical teaching, giving full play to the subjectivity of students, carrying out innovation and entrepreneurship training and practice, etc., inspiring students to innovate and entrepreneurial spirit, and improve the ability of innovation and entrepreneurship.

3.3 The content of practical teaching activities - focus on training students' practical application ability and innovation ability

In order to improve the learning ability of the students, it is one of the most effective ways to participate in various practical activities of the school. Organizing content-rich practical activities is an inevitable measure to improve students' awareness of innovation and entrepreneurship and cultivate application ability [2]. Through various publicity and education, create innovative and entrepreneurial Cultural atmosphere, organize students to participate in various entrepreneurial activities in the school, such as innovative entrepreneurial knowledge contests, lectures, forums and other projects, enrich students' innovation and entrepreneurial knowledge and experience, stimulate students' awareness of innovation and entrepreneurship; build an innovative and entrepreneurial entity platform, network communication platform, The inter-school exchange platform will carry out competitions such as college students' science and technology innovation competition, entrepreneurship skill competition, and engineering innovation ability competition to improve students' practical ability.

3.4 Practice Teaching and Training Platform - Focus on Constructing Diverse Practice Teaching Platform

The most important carrier for the cultivation of college students' innovative and entrepreneurial ability is the training practice platform base. In the transitional development, new undergraduate colleges need to create conditions to open laboratory and engineering training center, set up university students' innovation and entrepreneurship center, university science and Technology Park, and business Incubator Park. Etc., so that every student can actually do hands-on, increase cooperation with enterprises, cooperate with enterprises to build a basic platform for university students' innovation platform, school-enterprise cooperation, production and research base, and set up university students' innovation and entrepreneurship service center to actively provide policies for students. Consulting, skills training, project development, entrepreneurship guidance and other services to promote students' independent innovation and entrepreneurship training.

4. Constructing a practical teaching system for colleges and universities

The construction of the practical teaching system is based on the premise of the training goal of practical teaching talents, the practical teaching activities as the main content, and the corresponding environmental resources as the supporting condition of an organic connection [3]. Therefore, in the construction of the practical teaching system for the cultivation of innovative entrepreneurship, the cultivation of college students' innovative and entrepreneurial ability as the training target of practical teaching, and the practical teaching activities and supporting environmental resources constitute the

three major elements of the system. These three elements each have their own connotations and are interrelated and mutually reinforcing. The specific architecture diagram is shown in Figure 1.

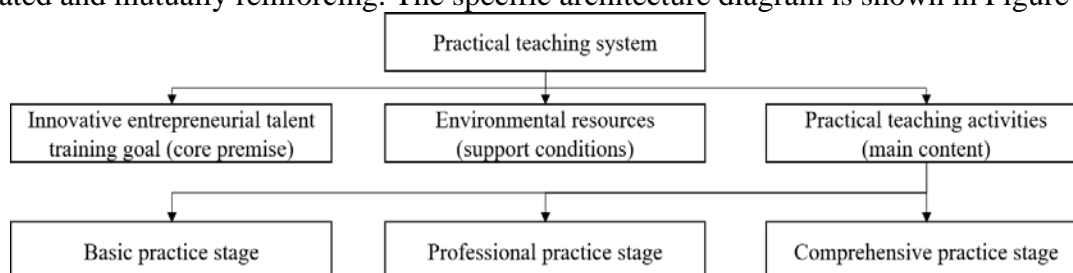


Figure 1. Practical teaching system structure

4.1 The goal orientation of the practical teaching system

(1) Cultivate students' ability to connect theory with practice

The primary task of practical teaching is to require students to combine theoretical knowledge with practical hands-on skills and combine classroom education with social practice. In this way, after the students enter the work, learn the theory and practice, make full use of the theoretical knowledge, guide the thoughts, observe and deal with the problems, and solve the practical problems encountered in the actual work.

(2) Cultivate students' ability to find problems and solve problems

In the view of employers, the ability of current college students to find problems and solve problems is not ideal. Because of the lack of practical experience, it is difficult to give play to the advantages of highly educated knowledge education at work. Therefore, through practical teaching, actively mobilize students' observation, understanding and thinking,

(3) Cultivate students' creative ability and stimulate students' entrepreneurial potential

Innovation is especially important for the cultivation of talents in the 21st century. In an ever-changing world environment, talents with innovative capabilities can play a pivotal role in contributing to social development. Through the continuous improvement of innovation capabilities, students are creative, stimulate entrepreneurial potential, and open up new industries and fields.

4.2 The main content of the practice teaching system

As shown in the structure diagram of the practical teaching system, according to different teaching objectives, follow the progress of the depth of the experimental content, the progressive progress of the practical skill level, and the progressive principle of comprehensive application level. The practical teaching activities mainly include the basic practice stage and the professional practice stage. And three stages of the comprehensive practice phase. Through these three practical stages, students can arrange practical teaching activities in a reasonable and gradual manner, and implement the training objectives and practical teaching content of innovative and entrepreneurial talents in various stages to meet the training requirements of students' practical ability and innovative ability. There are different levels of practical teaching activities at each level, as shown in Figure 2.

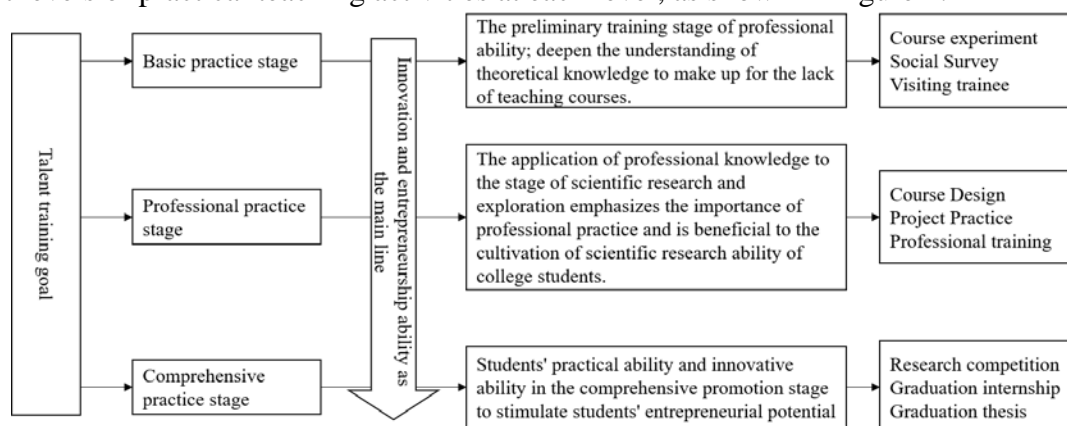


Figure 2. Structure of the practice teaching activities

The basic practice stage is at the stage of initial training of professional ability. It plays an important role in deepening the understanding of theoretical knowledge and making up for the lack of classroom teaching. It is the premise of the professional practice stage. The basic practice stage mainly includes three parts: course experiment, social survey and visit training, focusing on cultivating students' basic skills and basic experimental ability. In the professional practice stage, after systematic study of professional knowledge, it begins to apply the knowledge learned to scientific research and exploration, emphasizing the importance of professional practice, and is a useful attempt to cultivate students' scientific research ability. The professional practice stage mainly includes three parts: curriculum design, project practice and professional training. The curriculum design plays an important role in cultivating students' ability to propose, analyze and solve problems and form comprehensive scientific research ability. It is an important way to consolidate the theoretical knowledge. The comprehensive practice stage mainly includes three parts: research competition, graduation internship and graduation design, focusing on cultivating students' comprehensive practical ability and innovative ability [4]. In the scientific research competition, students participate in academic activities such as teacher research, research projects, and innovative experimental projects for university students under the guidance of school instructors. They can also participate in various competition activities of the majors, and train students to put theoretical knowledge and practice. In order to exercise the ability of theoretical knowledge and practical ability to combine students, The graduation internship is the student's own participation in the relevant corporate departments, and there is no teacher to guide from the side, the students really put their efforts into the actual work, play their own comprehensive ability to solve problems and create economic benefits for enterprises. In the graduation internship, students accumulate work experience and prepare for employment. The graduation thesis is a practical activity that complements the graduation internship. The theme of the graduation thesis comes from the students' summary and sublimation of the professional knowledge during the graduation internship process, reflecting the students' scientific research ability and innovative ability.

5. Practical Research on the Curriculum System in Business Administration

5.1 Basic practice stage

The center of the university is to let students acquire professional competence in professional teaching. In this process, the teaching of theoretical knowledge will cost a lot of class hours, but colleges should closely combine practical teaching with theoretical teaching, and cannot forget the established goal of the practice teaching system. At this stage, course experiments, social surveys, and visits are the teaching content that universities must implement. As far as the teaching objectives of the course experiment are concerned, the theory transfer is the content that the teaching has to say. By knowing the inner theoretical relationship and then testing it in practice, it can really improve the learning efficiency of the students. In the visits and social surveys, students are taught at a certain height to a high-level practice of relevant off-campus units and institutions.

5.2 Professional practice stage

In the professional practice stage, students must closely combine their professional knowledge with scientific research activities to cultivate their necessary hands-on skills. The curriculum content of this stage includes curriculum design, project practice and professional training. The so-called curriculum design is that students learn to ask questions, analyze problems and solve problems in this process, so that they have basic research capabilities. The scope of the project practice is relatively broad. Generally speaking, students can choose a project of interest from their own interests and study the project in a group or independent way [5]. During the painstaking exploration process, the students will Nature has a strong ability to analyze and solve problems.

5.3 Comprehensive practice stage

At this stage, colleges and universities will use scientific research activities and competitions as

teaching carriers, so that students can participate in various related activities autonomously, and then learn how to do research and how to realize their own interests in various types of scientific research activities or social activities, Put potential innovation ability into the concrete practice and implement it. The purpose is to promote students' close integration of theoretical knowledge and practical ability. This stage is the key to students' formation of their ultimate social viability and practical ability. If this stage is neglected, then many theoretical knowledge or practical attempts students will learn will fall short. This will not only affect the future employment and social practice of students, but also affect the realization and development of their long-term innovation and entrepreneurship.

5.4 Environmental Resources of Business Administration Students

At present, the secondary management system of schools and colleges implemented by local colleges and universities in China, in other words, is that the school is mainly responsible for formulating the necessary management methods and means for practical teaching planning, and the colleges in the school are the main body for implementing the school. It is the implementer and implementer of practical teaching. In the process of implementing the practical teaching system, the "flexible credit system" is an indispensable option, so that students can complete their studies according to their own interests, and also acquire the necessary professional internal and external knowledge. Establishing and improving the practical teaching mechanism is not only the implementation of the professional resources of the discipline, but also the promotion of the teaching environment of the university from the aspects of software and hardware. In order to implement these elements, the implementation of various practical teaching activities and projects is inevitable. It can be seen that perfect school environmental resources can inspire students to participate in practical activities and complete scientific research activities in some aspects, and teachers only need to guide them from the side. Yes, its teaching efficiency is very high. At the same time, the practice teaching base outside the school is developed. In the process of creating a training base inside and outside the university, universities should broaden their channels and actively introduce social capital while actively starting from them.

At the same time, actively introducing various social forces to participate in the management and teaching competition of colleges and universities can truly let college teaching managers abandon their own personal interests, break free from the harm of small circles, and create a highly competitive faculty. For example, the construction process of the "double-type" teacher team proves this point. Whether it is domestic or foreign, the "double-type" teachers are mainly products of fierce social competition, rather than the self-cultivation of the university itself. The construction of the practical teaching system is also inseparable from the construction of the assessment system, which is the guarantee that the former can be effectively implemented.

6. Conclusion

The construction of practical teaching system is a complex and pluralistic systematic project, which is an important means and a key process to improve the quality of school teaching and cultivate students' practical and innovative ability. In order to meet the needs of social development, local colleges and universities should pay attention to practical teaching and improve students' ability of innovation and entrepreneurship. Facing the problems existing in practical teaching, persisting in the concept innovation, deepening the reform of practical teaching, continuously strengthening the internship training, strengthening the construction of the "double-type" teaching team, and developing a practice-oriented curriculum to optimize Applied undergraduate education practice teaching system to promote the development of practical teaching.

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