

Research on the Current Situation and Optimization Strategy of Innovative Entrepreneurship Education in Chinese Ethnic Universities

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Abstract. Innovation and entrepreneurship education (IEE) is an important national policy of China. Ethnic Universities are a unique mode of higher education in China. This paper investigates the current situation of IEE in Ethnic Universities, and points out the problems in the process of implementing IEE in Ethnic Universities by constructing belief based statistical analysis jump model, in order to promote the improvement of IEE in Ethnic Universities in China.

1. Introduction

Ethnic universities with Chinese characteristics were founded in 1950. Northwest University for Nationalities is the first ethnic minority university in China. With nearly sixty years of development, China has established 13 ethnic universities. The success of innovative IEE in Ethnic Universities is a crucial part of China's the strategy of innovation-driven development and the strategy of "the development of the western region".

The development of IEE in Universities for nationalities is at a disadvantage. Taking the development status of IEE in Universities for Nationalities as a sample, optimizing the development path of IEE in Universities for nationalities has more research value to promote the whole process of IEE in China.

2. Analysis of the Present Situation

Throughout the study of global, we can draw the following four aspects (Fig. 1) are the main factors to advance the improvement of IEE.

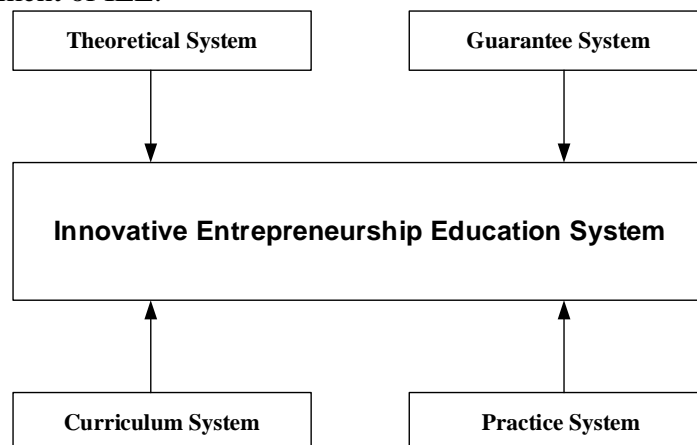


Fig. 1. IEE System.

On this basis, this paper takes 500 college students from Central South University for Nationalities and Hubei College for Nationalities in Central China as subjects, and conducts a questionnaire survey on their status quo of IEE. The total number of samples is 500, 476 questionnaires were returned and 459 valid questionnaires were valid, covering all grades of the two colleges and universities. The contents of the survey mainly include: the status quo of IEE theory

system; the status quo of IEE security system; the status quo of IEE curriculum system; and fourth, the practice of IEE. System status. The following conclusions are drawn from the analysis of sample data.

2.1 Theoretical System

CNKI is the core repository of knowledge base in China. It contains important journals and documents in the whole academic field of China. Through the collation of the research literature on IEE in Ethnic Universities by CNKI (Fig. 2)

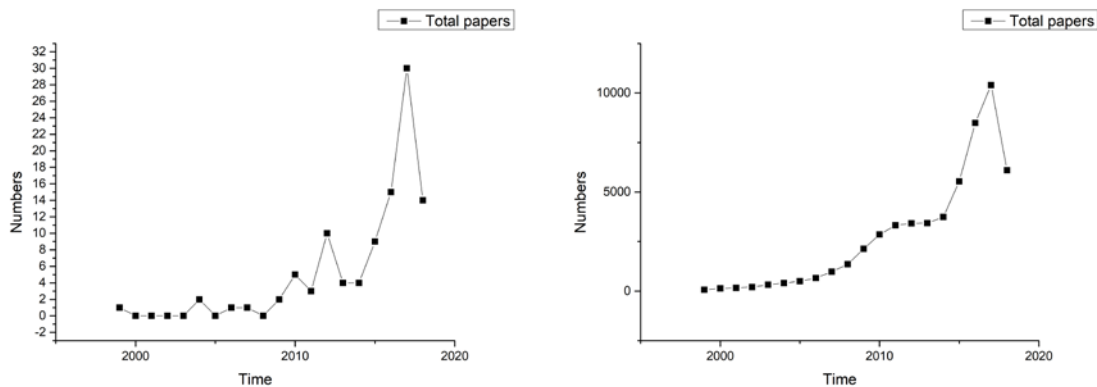


Fig. 2. CNKI about important journals and documents of IEE.

We can see that, with the vigorous advocacy and support of the Chinese government, the theoretical basis of IEE in Ethnic Universities is the Marxist theory on the all-round development of human beings. The broad-spectrum education concept is the guiding principle of IEE in Ethnic Universities, and the utilitarian value orientation is still the nation. In addition, the cultivation concept of IEE in Ethnic Universities has been generally accepted and valued by college students. Students have gradually realized the impact of "innovation" on the value objectives of "entrepreneurship", and entrepreneurship is no longer a simple "start-up enterprise or company" What is more important is to cultivate college students' innovative consciousness and ability, and to enhance their comprehensive quality [1].

2.2 Guarantee System

The guarantee system of IEE in Ethnic Universities is affected by four factors: incubation base, support fund, the structure of teachers and family support.

Ethnic Universities have basically formed from top to bottom, from the national system and policies, to local regulations and school systems; from the teaching and management system of IEE to the guarantee system of encouraging students in Ethnic Universities to innovate and entrepreneurship, which has played a guiding, incentive and standardized role in innovation and entrepreneurship.

2.3 Curriculum System

The curriculum system of IEE in Universities for Nationalities mainly consists of three courses: the guiding course of the basic theory of double-creation, the course of combining specialties with double-creation, and the course of online and offline opening. The curriculum system of IEE for ethnic college students has already changed the original pan-theoretical and cramming situation, paying more attention to the combination with practice, so that students can be educated and inspired in practice. In 2008, the Central South University for Nationalities took KAB Foundation for Undergraduates as a public optional course. Through teaching the basic knowledge and skills of IEE, it helps college students to establish a comprehensive understanding of entrepreneurship, popularize entrepreneurial awareness and knowledge, and cultivate young talents with innovative spirit and entrepreneurial ability. Hubei University for Nationalities proposes to vigorously promote heuristic, inquiry, discussion and participatory teaching. By introducing tutorial system, turning over the classroom and improving the teaching rate of small classes, and promote teachers to integrate the international frontier academic development, the latest research results and practical experience into

classroom teaching. We should actively carry out innovative and entrepreneurial activities for college students, establish and improve the innovative and entrepreneurial training system for college students at both the University and college levels, and implement the innovative and entrepreneurial training program for college students with full professional coverage.

2.4 Practice System

The influencing factors of IEE practice system in Ethnic Universities mainly include double-creation training program, subject competition, cooperation between industry, research and learning, online simulation training and so on. South-Central National University has made brilliant achievements in education practice, and its forms are various. The school regularly organizes entrepreneurship practice which will give awards to students who have achieved outstanding results in Entrepreneurship competitions, such as credit, insurance and research, material awards and evaluation of merit, which stimulate students' enthusiasm and enthusiasm for innovation and entrepreneurship, and serve as a model for IEE in other ethnic universities.

3. Existing problems

3.1 Low selection rate and high failure rate.

The ultimate success of IEE in Universities for Nationalities depends on the continuous practice of innovative and entrepreneurship education. However, the main problem of IEE in Universities for nationalities is that the degree of employment choice of college students is low and the failure rate is high (Fig. 3).

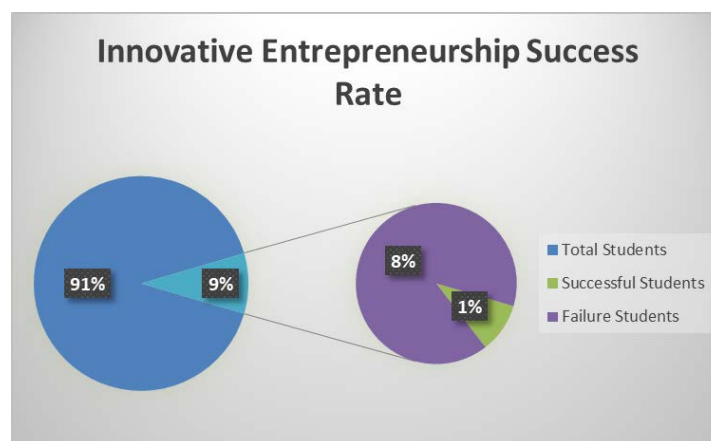


Fig. 3. Innovative Entrepreneurship Success Rate

IEE is generally accepted and valued by ethnic college students through systematic theoretical system, but in the actual employment choice, ethnic college students still regard the job with stable income as the first choice after graduation. Most of this is influenced by traditional Chinese Confucian culture and contempt for businessmen. Fig. 5 shows that the success rate of innovation and Entrepreneurship of ethnic college students is less than 0.1%, while the success rate of entrepreneurship in western countries is more than 10%. This high failure rate, in turn, affects the employment choice of Ethnic College students, eventually leading to a vicious circle. The perfection of theory needs the first-hand information obtained through practice. The reduction of innovation and entrepreneurship practice of ethnic college students is not conducive to the construction of theoretical system.

3.2 The structure of teachers is seriously unbalanced

Stanford University's IEE system points out that a complete IEE faculty should be composed of professional theory teachers, entrepreneurship policy tutors, venture capitalists with successful entrepreneurship experience, and senior management of start-ups. Figure 4 is the percentage of teachers in IEE in ethnic universities [2].

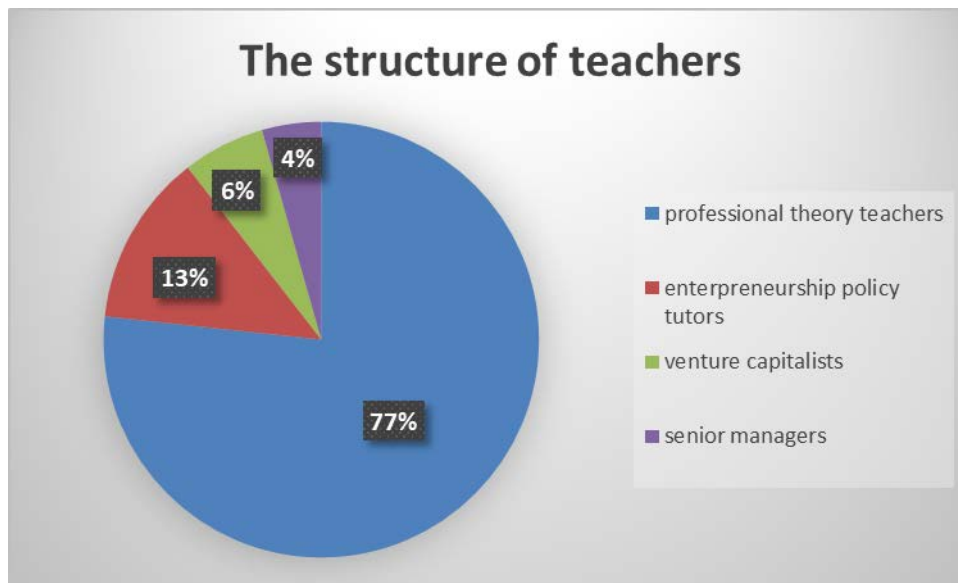


Fig. 4. The structure of teachers

Teachers of IEE in Ethnic Colleges and universities are mainly composed of theoretical teachers of their own schools, and there is a serious shortage of teachers of the second and third categories. Professional theory teachers mainly come from two types, one is business school teachers engaged in business management, the other is "school counselors" and "employment guidance teachers" excluded, this is because of the national colleges and universities for a long time another historical drawback, that is, the "employment guidance teachers" work. It is a school counselor. Thus, there are two forms of IEE for college students in ethnic minority colleges: one is taught by economics and management teachers, which is almost the same as the content and method of professional courses; the other is taught by ideological and political instructors who lack profound professional theoretical knowledge and rich practical experience of entrepreneurship, whose teaching level is poor with the actual requirements. The distance is large.

3.3 The curriculum system of scientific system has not yet formed

China is a country of vast natural resources. Different schools are facing different situations in the process of IEE. There are still some doubts about the content of IEE as a professional course, whether it is an optional course or a compulsory course, how to design a professional teaching and practice plan, how to adopt teaching methods and modules to realize the teaching plan of IEE. They generally put IEE into the "elective course", elective course hours are limited, generally in 16 hours, in such a short time, it is impossible to combine the characteristics of different professions, to achieve personalized teaching and guidance. Secondly, the short class hours will inevitably lead to the emergence of another problem, innovation and entrepreneurship curriculum content of universal conceptualization. The textbook used by Hubei University for Nationalities is "Guidance for College Students' Employment and Entrepreneurship". The textbook used by Central South University for Nationalities is "Planning for College Students' Career and Development". These textbooks have almost the same content structure. The teaching content cannot really play a role in improving the comprehensive quality of College Students' innovation and entrepreneurship.

3.4 feedbacks on practical training is ignored

Double-creation education in Ethnic Colleges and universities has carried out a lot of rich and colorful educational practices, to a certain extent, stimulated the enthusiasm of students for innovation and entrepreneurship, and fostered students' innovative and entrepreneurial ability. However, most students believe that innovation and entrepreneurship training did not achieve practical results, many of the training were only active in the practice at that time, lack of follow-up guidance and feedback in the later period, the number of people who can really continue to operate the education content is very rare, IEE practice is lack of sustained vitality.

4. Optimization Strategy of IEE in Nationalities Universities

4.1 The optimization model of IEE in Nationalities Universities

The research on the construction of the model of double-creation education system in Ethnic Colleges and universities is helpful to provide suggestions for deepening the reform of double-creation education in Ethnic Universities. The key factors of forming a perfect IEE system include theory system, curriculum system, practice system and guarantee system. The model can be expressed as the following formula Eq.1:

$$\pi_{t,q+1}(i) = \frac{b_{ik}(a_{t,q}) \sum_{j \in X} H_{ji}(m, a_{t,q}) \pi_{t,q}(i)}{\sum_{i \in X} b_{ik}(a_{t,q}) \sum_{j \in X} H_{ji}(m, a_{t,q}) \pi_{t,q}(i)} \quad (1)$$

Fig. 5 is the ideal effect of theory system, curriculum system, practice system and guarantee system on the IEE system of Ethnic Universities and the promotion of the existing system of IEE in national colleges and universities. The actual impact of IEE.

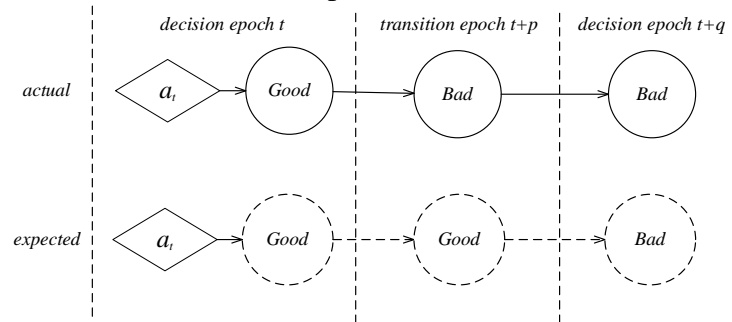


Fig. 5. Decision process.

4.2 model based conclusions and implications

With the help of this model, the structure model of IEE system in Universities for nationalities is constructed, and the mechanism and path coefficients of the structure model of IEE system in Universities for nationalities are revealed. As shown in Figure 6, the belief-based statistical analysis model refines the influencing factors to obtain the evolutionary process of preparation and jump probability.

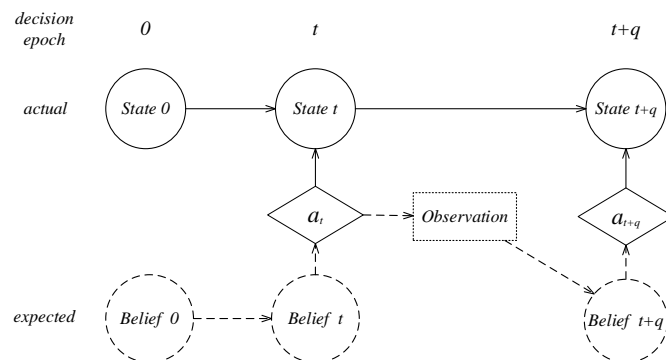


Fig. 6. Belief based statistical analysis jump model.

Theoretical system construction, the perfection of the theoretical system of IEE in China can adopt the principle of gradual progress, and integrate with the whole process of personnel training in stages. Higher education, as the most important subject in the implementation of IEE, should put the people-oriented educational concept and scientific educational objectives in the first place, take the lead in innovating educational concepts, take the cultivation of students' entrepreneurial awareness, entrepreneurial ability and innovative spirit as the core, and vigorously promote the cultivation of talents in IEE in Ethnic Universities. Work to continuously improve the quality of personnel training.

Secondly, it will be popularized to the whole education system, including primary and secondary schools.

As for the construction of the guarantee system, teachers' structure is the most important issue in the improvement of IEE guarantee system in Ethnic Universities. Therefore, universities should make full use of online and offline new media channels to build a network [3], learning platform for University Students' IEE relying on the "Universities City of the World" and establish a talent introduction mechanism for high-level IEE. Drawing lessons from the teaching mode of production and research to promote the composition of the teacher training mode of school-enterprise cooperation, effectively make up for the shortcomings of IEE, such as the small number of teachers, low professional level, unreasonable structure and so on.

In the construction of the curriculum system, Ethnic Colleges and universities should combine the characteristics of their own orientation, students' characteristics and educational resources, and adopt the traditional curriculum system of IEE, such as "innovation and entrepreneurship knowledge education", "innovation and entrepreneurship skills education" and "innovation and entrepreneurship quality education". On the basis of the content of each module, the teaching mode of the integration of production, research and teaching should be integrated to fully mobilize the enthusiasm and initiative of students and teachers, and explore the way to adapt to the development of IEE in our school [4].

In the aspect of practice system construction, national colleges and universities should bring the follow-up and feedback of IEE training program into the key direction of reform, make better use of such platforms as double-creation training program and subject contest, not only seek quantity but also quality, establish and perfect supervision and assessment mechanism, and encourage students to follow the role of participants. The color will transform to the leader and give full play to students' subjective initiative.

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