

Research on the Cultivation of College Students' Innovation and Entrepreneurship Ability Based on the Construction of Professional Studio

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Abstract

Universities in various places have started innovation and entrepreneurship education for college students, and trained applied talents with innovation and entrepreneurship ability. However, while the innovative and entrepreneurial ability of higher vocational college students has been greatly improved, there are still some difficulties such as insufficient entrepreneurial ability, low success rate and low employment quality. Studio mode is a relatively new way of college students' innovation and entrepreneurship, which can promote the process of college students' entrepreneurial practice. In view of the shortcomings of the innovation and entrepreneurship professional studio mode, this paper puts forward some countermeasures, such as the research on the construction of professional studio, the establishment of new school-enterprise cooperation mode such as enterprise studio, and the improvement of the evaluation system of innovation and entrepreneurship professional studio, with a view to gradually optimizing in theory and practice.

Keywords

Professional studio; Innovation; Start a business.

1. INTRODUCTION

In the new period, college students' innovation and entrepreneurship education has strong characteristics of the times, which is of great significance to improve the comprehensive quality of vocational college students [1-2], enhance the employment level, employment quality and even accelerate the industrial transformation and upgrading.

Contemporary college students have strong ability to accept new things, experience exuberant and active thinking, and are willing to accept and challenge new technologies and skills. These advantages and disadvantages are exactly what university innovation and entrepreneurship education should carry forward and solve. Through innovation and entrepreneurship education, we should scientifically cultivate contemporary college students who are active in thinking, daring to undertake and hard-working [3]. Therefore, as a university, it is necessary to build a platform conducive to this, establish a professional studio for innovation and entrepreneurship, create a strong atmosphere of innovation and entrepreneurship campus, provide students with an environment of collision of thinking, provide students with opportunities to show their skills, and help them effectively land, incubate and move towards the society.

2. PROBLEMS IN THE CULTIVATION OF COLLEGE STUDENTS' INNOVATIVE AND ENTREPRENEURIAL ABILITY

2.1. Teachers Are Weak

It is the main body of teachers' innovative entrepreneurship education and professional education, and the effective development of innovative education depends on abundant teachers' resources. At present, according to the teachers' situation of innovation and entrepreneurship education in higher vocational colleges, they are mainly counselors, teachers of ideological and political courses or teachers of the school youth league department, with little participation of professional teachers, and lack of industry enterprises and successful entrepreneurs to guide specific students' double innovation projects [4].

2.2. The Practice of Innovation and Entrepreneurship Education Lacks A Suitable Project Carrier

The number of practice carriers of innovation and entrepreneurship education in universities is constantly increasing, but their development models tend to be the same or similar, and there is a big gap between the connotation level and the development scale. The advantages and professional characteristics of universities are not highlighted, and there is no need to integrate regional industrial development. These problems are not conducive to the sustainable development of practice carriers and the cultivation of innovative and entrepreneurial talents.

2.3. The Practice and Operation Mechanism of Mass Entrepreneurship and Innovation Projects Is Not Perfect

The function of teachers' scientific research and scientific and technological services to feed back teaching is not obvious. What needs to be solved urgently is how to encourage teachers to integrate the design of scientific research projects and scientific and technological services into the teaching practice of professional courses, and how to encourage students to actively participate in teachers' scientific research projects and scientific and technological services, so as to obtain innovative and entrepreneurial technologies, resources, ideas and passion based on the main business.

On the other hand, the proportion of graduation comprehensive practice activities is larger with simulation projects or completed actual projects as carriers. Because of the simulation of the projects themselves, instructors and students do not pay much attention to their thoughts, and relax their control over details and the quality of the results, which leads to the low quality of graduation comprehensive practice results, and the phenomenon of coping with inspections frequently occurs, thus failing to achieve a good educational effect, let alone innovation and entrepreneurship education.

3. INNOVATIVE AND ENTREPRENEURIAL PROFESSIONAL STUDIO MODE.

The conventional classroom teaching mode is single, the teaching team form is weak, and the teaching theory is abstract, which is not conducive to the cultivation of students' innovative and entrepreneurial ability. Innovation and entrepreneurship professional studios cultivate students' innovation and entrepreneurship ability and team cooperation consciousness by establishing real environment and completing practical projects, attract students from classrooms to studios, transfer abstract and complicated theoretical knowledge to specific and cooperative working environment, and truly integrate innovation and entrepreneurship education into the whole process of education and teaching, which has incomparable advantages over other conventional education and teaching methods.

3.1. Basic Concepts of Innovative Professional Studios

As a platform and position for students' professional training, entrepreneurial practice, knowledge innovation and personality development, the Innovation Studio aims to fully stimulate each student's imagination and creativity through real environment and practical projects on the basis of imparting basic knowledge and skills in routine teaching, and to create a practical innovation platform for each student with special skills and hobbies.

Innovative professional studios generally follow the company's enterprise operation mode, have a sound operation mechanism, and implement hierarchical management and team cooperation internally [5]. Set up the positions of project chief, project planning, financial management, etc., and engage in innovative creative practice activities and cultural and creative business activities under the leadership of professional teachers by using existing equipment and mastered technology.

3.2. Characteristics of Studio Education Model

Compared with the traditional classroom teaching, the studio teaching mode has remarkable characteristics. The studio teaching takes the studio as the carrier, integrates professional courses with project practice, and makes the traditional classroom teaching change to students' independent practice. Focus on professional practice and application. Students complete knowledge, professional and technical training in practical projects, teaching organization is open to the teaching form, teachers and students take projects as the carrier core, teachers are responsible for teaching organization and arrangement, students carry out learning tasks in groups, and schools and enterprises cooperate. Taking teaching as the guidance, cultivating students' innovative and entrepreneurial thinking mode.

3.3. The Construction Goal of Creative Professional Studio

(1) Cultivate compound and innovative talents

Students can choose to join the appropriate innovation and entrepreneurship professional studio according to their professional characteristics, industrial needs and their own interests and characteristics. In the process of project implementation, they can take targeted elective courses and undertake projects according to team building goals and their own career development plans, so as to fully cultivate their professional expertise.

(2) Enhance students' competitiveness

Innovation professional studio can provide students with more and more systematic professional training and job training, which can not only consolidate professional basic knowledge and broaden students' horizons, but also make students contact with the latest development technology and skill requirements of industries or jobs, exercise students' practical ability, cultivate students' innovative ability and improve their comprehensive quality [6].

(3) Improve students' entrepreneurial ability

Successful entrepreneurship requires sufficient resources, and entrepreneurs should have sufficient experience, educational background, time, spirit and perseverance, as well as skilled skills and determined goals. Innovative entrepreneurial studio model can guide students to set appropriate goals at the initial stage of enrollment, take this goal as the learning orientation, and constantly improve the progress goals during school study, which can greatly improve the feasibility of successful entrepreneurship during school or after graduation.

4. AN EFFECTIVE WAY TO CULTIVATE STUDENTS' INNOVATIVE AND ENTREPRENEURIAL ABILITIES-THE ESTABLISHMENT OF PROFESSIONAL STUDIOS

We found that through the professional teaching of studio teaching mode, combining with innovation and entrepreneurship education, a new education mode is produced: the establishment of professional studio is one of the effective ways to enhance students' innovation and entrepreneurship ability.

4.1. Actively Explore School-enterprise Cooperation

School-enterprise cooperation is a market-and social-demand-oriented cooperation mode, which is conducive to improving students' overall quality and employment competitiveness. Schools and enterprises cultivate applied talents in two different educational environments and teaching resources [7]. Innovative professional studio is the bridge between the school and the enterprise, linking their different needs, exchanging their needs and achieving a win-win situation.

The implementation plan is shown in Figure 1. First, the school and the enterprise sign an agreement on science and technology services, then select students to participate in the science and technology services of real projects, and the results are accepted by the school and delivered to the enterprise, so as to incubate the innovation and entrepreneurship team in the technical services of real projects through the final sign of acceptance by the enterprise, and learn from the teachers and guide the students to create, so as to achieve the goal of creating together teachers and students. In this process, combining the management process of comprehensive graduation practice, reforming the organization mode of comprehensive graduation practice, and forming teaching reform results.

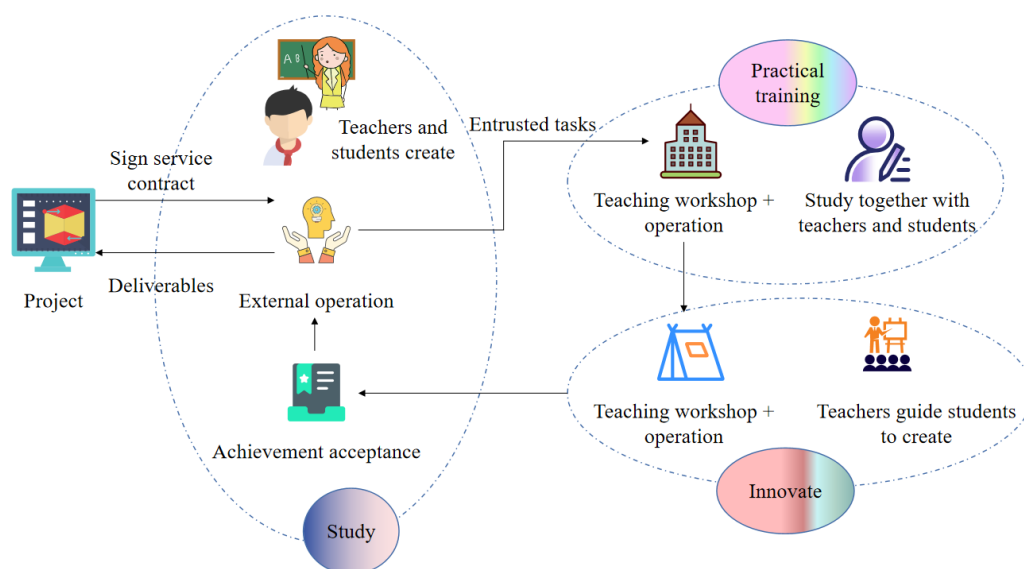


Figure 1. School-enterprise cooperation implementation plan

For enterprises, walking into the campus, getting in close contact with students, understanding the needs of contemporary young people, and tapping the talents needed by enterprises are conducive to shortening the enterprise personnel training cycle and saving costs. At the same time, the knowledge resources of universities enable enterprises to re-examine the right and wrong development strategies and help enterprises improve their management level.

4.2. Joint Implementation

The choice of the project must fully consider the hobbies and specialties of teachers and students, and fully arouse the interest and enthusiasm of teachers and students is the prerequisite for the smooth development of the project. Guide students to analyze the ways and difficulties of the project, and let students estimate the matching degree between their interests and abilities and the project. Under the guidance of the instructor, the students go to the enterprise for research, investigate the application prospect of the project, and strive for enterprise resources and technical support. Through investigation, teachers and students have a deeper understanding of the project development process. The form of school-enterprise cooperation ensures the smooth implementation of the project, makes the products meet the actual needs of enterprises, and thus mobilizes the enthusiasm of enterprises to participate.

According to the survey results, teachers and students jointly revised the project, optimized the implementation plan and improved the project progress table. Under the guidance of the instructor, students prepare project materials and learn knowledge and skills. In the process of study and practice, teachers or experienced studio members will lead students in skills training.

Students do in imitation, learn and think in doing, and teachers give targeted guidance. Then, the project is broken down into several small items, and the work objectives are made clear so that students can try to complete it. Students focus on self-study and teachers only play an auxiliary role, which improves students' learning and critical thinking ability.

4.3. Establish Incentive and Guarantee Mechanism

In order to stimulate students' enthusiasm and enthusiasm continuously, studios must improve students' sense of accomplishment and satisfaction through various ways and channels. Take the project as an opportunity to guide students to participate in various innovation and entrepreneurship competitions or skill competitions; Use the project achievements to declare various awards, publish papers, apply for patents, and realize the exchange of innovation achievements and credits; The studio establishes personal growth files for each student, records their personal performance, practical achievements, staged comprehensive evaluation, etc. in detail, and gives certain subsidies and rewards according to their contribution to the team and the project.

5. ADVANTAGES AND DISADVANTAGES OF INNOVATIVE STUDIO TEACHING MODE FOR ENTREPRENEURSHIP MAJORS

5.1. Advantage

(1) Smooth communication between teachers and students

In the studio mode, teachers are not only professors of knowledge, but also professional cooperators. Professional communication between teachers and students is no longer confined to the classroom, but a new communication way integrating professors and cooperation as the guidance of collaborative entrepreneurship

(2) A new carrier to enhance students' professional competition ability

Innovative professional studios fully mobilize students' hands-on, cooperation and learning ability, and train students' practical and operational skills. By innovating the teaching mode of the professional studio of entrepreneurship, students have greatly improved their practical operation ability on the basis of theoretical study, and are more suitable for the skill requirements put forward by the skill competition.

(3) Teach students in accordance with their aptitude

According to their professional interests, students can give full play to their specialties and do in-depth research in professional fields, which is more conducive to the cultivation of compound talents in vocational education. By changing roles, attitudes and ways, teachers can improve classroom teaching effect to the greatest extent. By recognizing differences, utilizing differences and developing differences, students can participate in different innovation and entrepreneurship professional studios according to their professional specialties, and realize hierarchical teaching in the teaching process.

5.2. Insufficient

(1) The work mode series system is not perfect

The working mode of the studio is relatively new, and the relevant teaching mode experience needs to be accumulated and optimized. It is necessary to establish a set of perfect and systematic teaching concepts, how to change the identity of teachers and studio instructors, how to establish timely and effective communication between teachers and off-campus engineers, and how to cross and integrate the studio management mode with the conventional teaching mode, which need to be further improved.

(2) The construction of teaching staff needs to be improved

Innovation and entrepreneurship education, which is based on the professional studio of innovation and entrepreneurship, requires a much smaller ratio of students to teachers, which leads to a serious shortage of teacher resources. In addition, at present, most university teachers lack enterprise experience and entrepreneurial experience, lack understanding and foresight of entrepreneurial market, and need to invite entrepreneurs and successful entrepreneurs to school to carry out entrepreneurship education and hold entrepreneurship lectures.

6. SUMMARY

To sum up, the key to guide college students to implement entrepreneurial innovation based on professional studio mode is to guide college students' ideological innovation, and on this basis, to provide more experience and reference for college students' entrepreneurship, especially the enterprise management mode and method, to provide more ideas and ideas for students' entrepreneurship, to actively and effectively explore various resource projects and introduce design projects, and to jointly promote the promotion of college students' enthusiasm for innovation and entrepreneurship. The role of professional studio model in innovation and entrepreneurship education has been recognized by more and more secondary vocational schools, and it has been explored in practice, which has far-reaching practical significance for promoting innovation and entrepreneurship education in secondary vocational schools.

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