

Construction of the Integration Mode of Mass Entrepreneurship and Innovation Teaching and Practice in Local Universities

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Abstract: This paper discusses the construction effects and strategies of the integration model of mass entrepreneurship and innovation teaching and practice, taking local universities as the background. Against the backdrop of economic development entering a new era, local universities are facing new challenges in talent cultivation. As an innovative talent training mode, the integration of innovation and entrepreneurship teaching and practice has attracted wide attention, but the problems and countermeasures in its implementation still need further discussion. This paper first selects 10 local colleges and universities of different sizes to conduct a questionnaire survey. The results show that the integration model of entrepreneurship and innovation teaching and practice can improve students' innovation awareness and practical skills. Specific data shows that out of the 10 universities surveyed, 7 universities have achieved over 80% improvement in students' innovation awareness and practical skills. Among them, the highest proportion of students' innovation awareness and practical skills reached 93%, indicating that the school's practical project design and implementation plan have been highly recognized by students. It is worth noting that the size of the school and the number of practical projects do not become the decisive factors affecting the effect of the integration model of entrepreneurship and innovation teaching and practice. In response to the problems encountered in the practical process, this article finally explores corresponding strategic suggestions. Local universities should increase cooperation with society and enterprises, establish a mechanism for industry university research cooperation through various methods such as project docking, technology transfer, and innovation and entrepreneurship incubation, so that students can be exposed to actual market demand and industry development trends. Schools should strengthen the management of practical projects, establish a scientific evaluation system, and ensure the effectiveness and quality of projects.

While providing students with sufficient practical opportunities, guidance and supervision should also be strengthened to enhance their independent innovation and self-management abilities. The integration mode of mass entrepreneurship and innovation teaching and practice is an effective way for local colleges and universities to cultivate innovative talents, which can improve students' innovative awareness and practical skills.

1. Introduction

The rapid development of the internet and new technologies has given birth to a group of new entrepreneurial enterprises and promoted the upgrading and transformation of industries. Facing this new trend, cultivating innovative talents has become one of the important tasks of higher education [1-2]. In response to this situation, local colleges and universities began to actively build a model of integration of innovation and entrepreneurship teaching and practice, encourage students to participate in innovation practice, and give play to their innovation ability and entrepreneurial potential [3-4]. However, the construction of the integration mode of mass entrepreneurship and innovation teaching and practice has certain complexity and difficulty, and it needs to explore its construction methods and paths from a scientific perspective. Therefore, we will focus on exploring the construction of the mode of integration of innovation and entrepreneurship teaching and practice in local colleges and universities, analyzing the existing methods and problems, and proposing an effective practice mode to provide useful reference and reference for the development of the integration of innovation and entrepreneurship teaching and practice in local colleges and universities [5].

The comprehensive development model of mass entrepreneurship and vocational education in local universities is an innovative model that combines mass entrepreneurship and vocational education, aiming to enhance the comprehensive strength and social influence of local universities. Zhang Meili said that this model attaches great importance to cultivating students' innovation, entrepreneurship, and vocational skills, and emphasizes combining enterprise needs with local economic development practices to achieve a virtuous cycle of school enterprise cooperation and industry education integration [6]. The integration and development of professional education in local applied universities and mass entrepreneurship education is one of the hot issues in higher education reform today. Exploring this model is of great significance for improving social development and prosperity. Wang Xiaoyang mainly integrates professional education and mass entrepreneurship education in this model, cultivating students' innovation and entrepreneurship abilities and professional skills, and cultivating more high-quality talents for society [7]. The integration of ideological and political education and entrepreneurship education in local universities is to better adapt to the development needs of today's society and explore a new educational model. Feng Ping explained that this model aims to integrate traditional ideological and political education with modern entrepreneurship education, and cultivate high-quality talents with good ideological qualities and innovative and entrepreneurial abilities [8].

Through the research and analysis of the integration mode of mass entrepreneurship and innovation teaching and practice in local colleges and universities, this paper combines an effective practice mode, which promotes the cultivation of students' innovation awareness and innovation ability through a variety of means, including opening innovative entrepreneurship courses, building entrepreneurial practice platforms, etc. At the same time, this model also emphasizes cooperation with social and technological enterprises, providing students with more practical entrepreneurial

projects and practical opportunities. This model has been verified through practice and achieved the expected results, providing valuable experience and reference for the development of the integration of entrepreneurship and innovation teaching and practice in local universities. In the future, it is necessary to further improve and expand this model to meet the needs of different regions and types of universities, and make contributions to cultivating more innovative talents.

2. Development and Prospect of Entrepreneurship and Innovation Teaching in Local Colleges and Universities and the Construction of Practice Integration Model

2.1. Development of Entrepreneurship and Innovation Teaching in Local Universities

With the rapid development of China's economy and the improvement of innovation capabilities, entrepreneurship education in universities is receiving increasing attention. The entrepreneurship and innovation teaching in local universities is one of the important directions for promoting the development of entrepreneurship education in universities. It promotes the improvement of students' innovation awareness, innovation ability, and practical ability through a combination of practical activities and classroom teaching, thereby cultivating innovative talents [9-10]. The following are several aspects that local universities need to pay attention to in the development of entrepreneurship and innovation teaching, as shown in Figure 1:

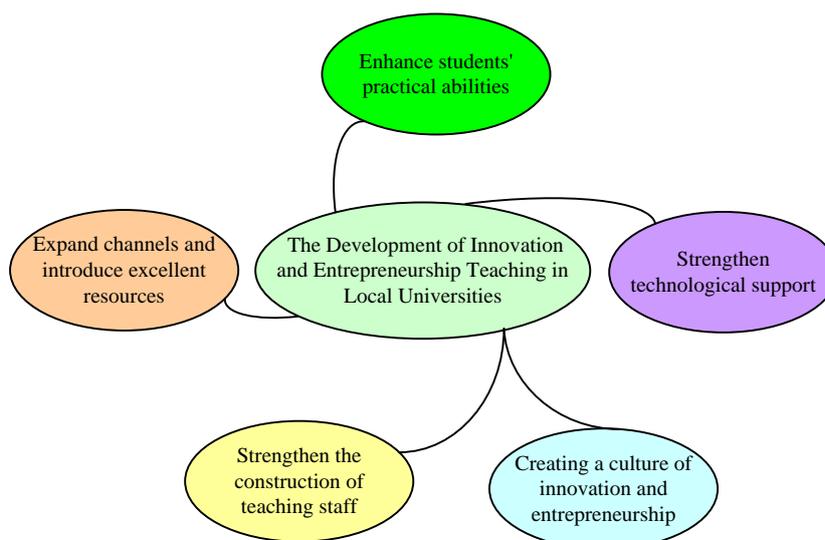


Figure 1. Module diagram of the impact on the development of entrepreneurship and innovation teaching in local universities

As shown in Figure 1, there are five aspects in the development of entrepreneurship and innovation teaching in local universities:

1) Enhance students' practical abilities. By conducting entrepreneurial practice courses, entrepreneurship and innovation competitions, and enterprise practice activities, students' innovative thinking and practical abilities are stimulated, and their innovative and practical abilities are enhanced [11-12].

2) Strengthen technological support. The transformation and upgrading of local universities require technological support, and entrepreneurship and innovation teaching also requires technological support. Utilize internet technology to create an innovation and entrepreneurship platform, providing students with information, resources, and service support [13-14].

3) Create a culture of innovation and entrepreneurship. Schools should actively create a culture

of innovation and entrepreneurship, promote the spirit of "innovation, collaboration, practice, and sharing", encourage and support students to explore and practice in the field of innovation and entrepreneurship, and create valuable results.

4) Strengthen the construction of teaching staff. Local universities need to have an excellent team of innovative and entrepreneurial education teachers, which includes improving the quality of teachers, improving the curriculum system, and improving research and development capabilities [15-16].

5) Expand channels and introduce excellent resources. Local universities need to broaden the channels for innovation and entrepreneurship education, introduce some excellent innovation and entrepreneurship resources, including entrepreneurs, industry leaders, investors, and professional consultants, to provide students with richer practical experiences and innovation and entrepreneurship knowledge.

2.2. Prospects for Mass Entrepreneurship and Innovation Teaching in Local Universities

With the rapid development of the Chinese economy and the intensification of global competition, innovation has become an important means to improve economic strength and core competitiveness. In this context, the prospects for "entrepreneurship and innovation" education in local universities are very broad [17-18]. The following are some important viewpoints on the prospects of entrepreneurship and innovation teaching in local universities: as shown in Figure 2:

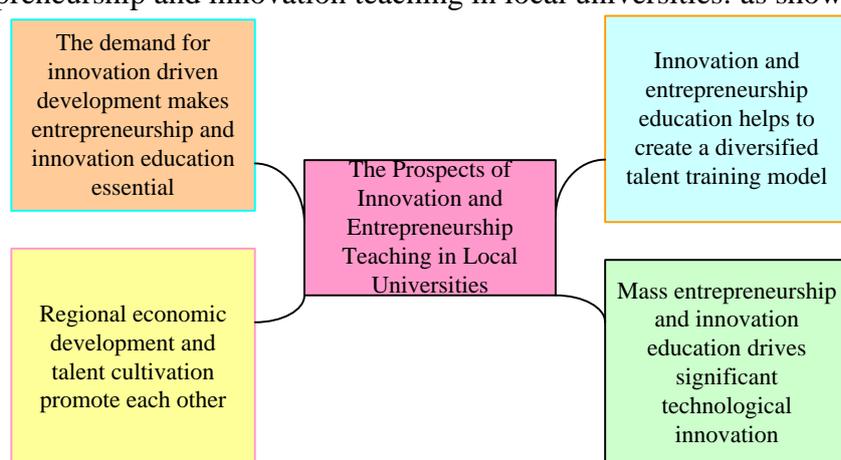


Figure 2. Prospect Structure of Mass Entrepreneurship and Innovation Teaching in Local Universities

As shown in Figure 2, there are four important perspectives on the prospects of entrepreneurship and innovation teaching in local universities:

(1) The demand for innovation driven development makes entrepreneurship and innovation education essential. The Chinese government has always advocated the implementation of an innovation driven strategy, especially in the new era, where the path of innovation driven development is more obvious [19-20]. Local universities' entrepreneurship and innovation education will be able to ride the wind and sail, injecting a continuous stream of fresh blood into China's future innovation driven development.

(2) Regional economic development and talent cultivation mutually promote each other. Local universities' entrepreneurship and innovation teaching highlights local characteristics, which will to some extent promote the economic development of the local region (especially in entrepreneurship and innovation), drive local industrial upgrading, and create more employment opportunities for the local society.

(3) Innovation and entrepreneurship education helps to create a diversified talent cultivation model. The traditional education model may not meet the differentiated needs of each student, while the diversified education model of entrepreneurship and entrepreneurship education can meet the personalized learning needs of students, thereby cultivating talents with more innovative and entrepreneurial abilities.

(4) Mass entrepreneurship and innovation education drives significant technological innovation. With the continuous promotion of mass entrepreneurship and innovation, the importance of entrepreneurship education lies not only in talent cultivation, but also in driving core technology and enterprise innovation. The entrepreneurship and innovation education in local universities will extensively improve traditional industries and effectively promote the development of new technology industrialization.

2.3. Construction of Practice Integration Mode

In the field of education, theory and practice complement each other. The practice integration model is an important way to organically combine the two and promote the improvement of education. The practice fusion mode refers to the process of combining theoretical knowledge with practical activities, and integrating the experience gained in practical activities with theoretical knowledge to form new knowledge and capabilities.

The construction of practice integration mode includes three elements: theoretical knowledge, practical activities and experience integration. Specifically, the formula of practice integration mode can be expressed as:

Theoretical knowledge: $\beta = (3r, \beta_2, \dots, \beta_n)$ refers to the theoretical knowledge system in the teaching content, such as professional knowledge, theoretical models, etc. The important supporting significance of collecting and organizing relevant theoretical knowledge for the construction of teaching majors is as follows:

$$n = \beta(\beta_1 - \beta_2) + 3r \tag{1}$$

Practical activities: λ_j refers to specific activities that combine theoretical knowledge with practical situations, such as experiments, internships, exploratory learning, etc. Practical activities can help students understand the actual situation and improve their practical application abilities.

$$\lambda_j = Q\left(\frac{j}{n-1}\right) - Q\left(\frac{j-1}{n-1}\right) \tag{2}$$

Experience integration: Q refers to the combination of experience and theoretical knowledge obtained from practical activities to form new knowledge and experience. In the process of experience integration, students need to deeply reflect on the theoretical knowledge and practical experience they have learned, and compare and analyze them with relevant professional literature, in order to improve the integrity of professional knowledge and the awareness of continuous innovation:

$$Q(r) = \left\{ \frac{r-a}{b-a} \right\}, a \leq r \leq b \tag{3}$$

3. Experiment on the Construction of the Integration Model of Mass Entrepreneurship and Innovation Teaching and Practice in Local Universities

3.1. Purpose

This experiment aims to test the effectiveness of a new mode of integration of innovation and entrepreneurship teaching and practice, and explore whether this mode can significantly improve the innovation awareness and entrepreneurial ability of local university students, so as to provide useful reference and reference for the development of integration of innovation and entrepreneurship teaching and practice in local universities.

3.2. Analysis

100 students from local universities and 100 employees from technology enterprises were selected as the experimental subjects for a 6-month entrepreneurial practice training. Among them, local college students are trained according to the new mode of integration of innovation and entrepreneurship teaching and practice, while enterprise staff are trained according to the traditional practice training mode. During the training period, the experimental personnel used a questionnaire survey to obtain self-evaluation data on innovation awareness and entrepreneurial ability from the experimental subjects, and conducted statistical analysis to obtain experimental results.

3.3. Results

The experimental results show that the innovation awareness and entrepreneurial ability of local college students have been significantly improved after the new innovation teaching and practice integration mode is adopted for training, as shown in Table 1. At the same time, compared with the traditional training mode, the innovation awareness and entrepreneurial ability of professionals have also been significantly improved by the new training mode, as shown in Figure 3:

Table 1. Statistical Table of Self evaluation Data of Local University Students

Index	Initial average	Average value after training
Creativity	3.2	4.7
Teamwork	2.6	4.5
Entrepreneurship confidence	2.8	4.6

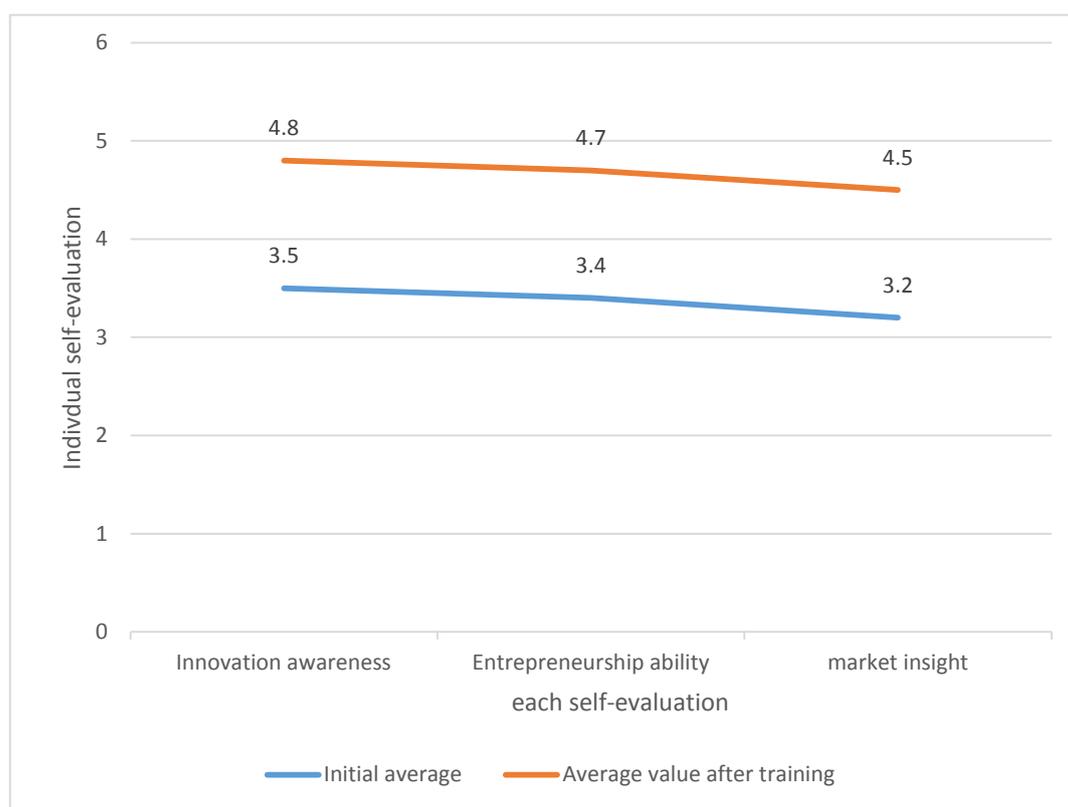


Figure 3. Statistical table of self-evaluation data for employees in technology enterprises

As shown in Table 1, the average self-evaluation scores of creative thinking, teamwork, and entrepreneurial confidence of local university students after training have all improved, reaching 4.7, 4.5, and 4.6 points. Similarly, Figure 3 also shows that the average self-evaluation values of innovation awareness, market insight, and entrepreneurial ability of technology enterprise employees under the new training mode have all improved, reaching 4.8, 4.5, and 4.7 respectively. Therefore, it can be concluded that the new mode of integration of entrepreneurship and innovation teaching and practice has a significant effect on the improvement of innovation awareness and entrepreneurial ability of local college students and professionals.

4. Construction Results and Discussion of the Mode of Integration of Innovation and Entrepreneurship Teaching and Practice in Local Universities

4.1. Introduction

China's economic development has entered a new era, and the talent cultivation model is also facing new challenges. In order to adapt to this development trend, local colleges and universities have begun to explore innovative talent training models, in which the integration model of mass entrepreneurship and innovation teaching and practice is the most concerned new model. The main purpose is to explore the results and strategic analysis of this model.

4.2. Results

This discussion is a questionnaire survey of 10 local colleges and universities to explore the effect of the integration mode of mass entrepreneurship and innovation teaching and practice on the improvement of students' innovation awareness and practical skills. Through data statistics, the

following conclusions were drawn:

In terms of the number of respondents, a total of 5600 students from 10 colleges and universities participated in the survey, of which the integration model of entrepreneurship and innovation teaching and practice has been widely recognized. The questionnaire survey shows that 81.2% of the students on average said that the integration model of entrepreneurship and innovation teaching and practice can improve their innovation awareness and practical skills. The detailed data is shown in Figure 4:

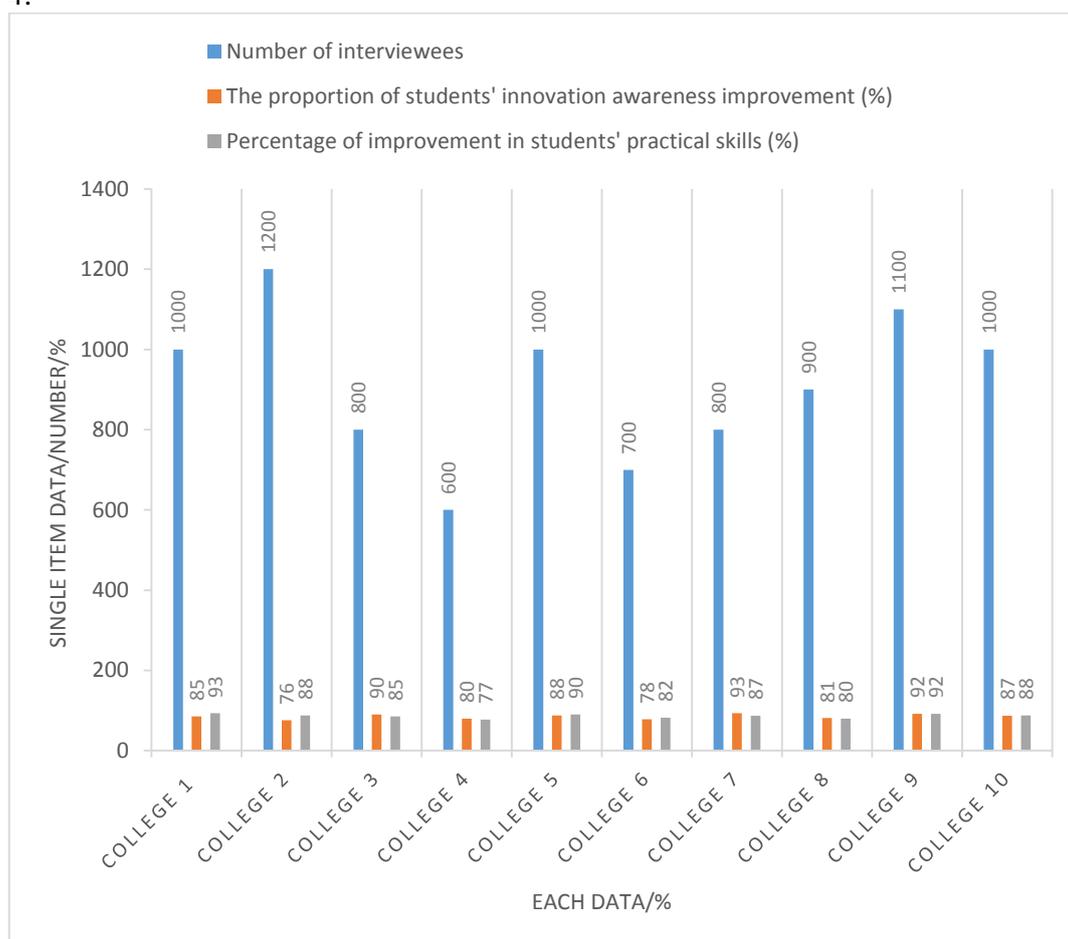


Figure 4. Questionnaire on the Effect of the Integration Mode of Mass Entrepreneurship and Innovation Teaching and Practice on the Improvement of Students' Innovation Consciousness and Practical Skills

As shown in Figure 4, the effect of the integration mode of mass entrepreneurship and innovation teaching and practice in local colleges and universities on improving students' innovation awareness and practical skills is shown. It can be seen from the table that the innovation awareness of students in University 7 has been improved by 93%, which indicates that the mode of integration of innovation and entrepreneurship teaching and practice can effectively stimulate students' innovation potential and interest. At the same time, in terms of improving students' practical skills, University 1 achieved the highest proportion, reaching 93%. It can be seen that the number of practical projects and the quality of project design schemes at the university have been highly recognized by students. It is worth noting that the proportion of students' innovation awareness and practical skills in 7 colleges and universities has reached more than 80%, which indicates that the integration mode of mass entrepreneurship and innovation teaching and practice

has certain promotion value in local colleges and universities. Although the research results show the positive effects of the integration model of innovation and entrepreneurship teaching and practice, there are still some problems that need further in-depth research, such as how to ensure the diversity and quality improvement of practical projects, and how to further promote the popularization of the integration model of innovation and entrepreneurship teaching and practice in local colleges and universities. These issues require the joint attention and resolution of the academic and educational communities.

4.3. Strategy

In practice, local colleges and universities need to build a complete mode of integration of innovation and entrepreneurship teaching and practice. On this basis, the following strategies can be adopted to further improve its effectiveness:

- 1) Strengthen the design of practical links to ensure that students can accumulate richer practical experience.
- 2) Promote the close integration of course content with corporate practice, and achieve the integration of teaching and social needs.
- 3) Strengthen the construction of teacher teams; improve the practical ability and innovative awareness of teachers.
- 4) Strengthen communication and learning among students, promote collaboration and common innovation.

To sum up, the integration mode of mass entrepreneurship and innovation teaching and practice is an important part of the innovative talent training mode of local colleges and universities. By adopting corresponding strategies, its effectiveness will be more effectively improved.

5. Conclusions

The mode of integration of mass entrepreneurship and innovation teaching and practice in local colleges and universities is an innovative talent training mode. This discussion explores the results, discussions and strategies of this mode through a questionnaire survey of 10 local colleges and universities. The research conclusion shows that the integration mode of mass entrepreneurship and innovation teaching and practice can effectively improve students' innovation awareness and practical skills; the scale of colleges and universities and the number of practical projects do not become the decisive factors affecting the effect of the integration model of mass entrepreneurship and innovation teaching and practice. In order to further improve the effectiveness of this model, local universities should actively expand practical project resources, strengthen the construction of teaching staff, promote the improvement of students' innovation ability, and strengthen communication and learning among students. Through this research, we can deeply explore the application and promotion of the integration mode of mass entrepreneurship and innovation teaching and practice in local colleges and universities, and provide useful reference for promoting the innovation of talent training mode.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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