

Innovation and Entrepreneurship Education System for Art Students in Colleges and Universities

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Abstract: With the development of our country's society, our country pays more and more attention to compound talents. Based on the perspective of employment, for the art students in China's colleges and universities, the teaching of professional knowledge is far from satisfied with the cultivation philosophy of compound talents. Nowadays, many high-level students in the arts are relatively at a disadvantage in employment. Although the degree of attention to art has increased year by year, the employment situation has been deteriorating.

1. Introduction

China's innovation and entrepreneurship education aims at cultivating talents with basic qualities and personalities. It not only cultivates students' entrepreneurial awareness, spirit, and ability. At the same time, it is also capable of facing the society, aiming at those who want to start their own businesses, have started businesses, and even students who are successful in entrepreneurship conduct teaching at different levels and educate their thinking and ability. The essence of the education can be described as a practical teaching. This kind of teaching method is a very big opportunity for art students with difficulties in employment and should be well grasped. Therefore, the article studies the innovation and entrepreneurship education system of college art students under the perspective of employment, and proposes an education strategy to train students for their own innovation and entrepreneurship.

2. The Status Quo of Innovation and Entrepreneurship Education for Art Students in Colleges and Universities

(1) Inaccurate knowledge of innovation and entrepreneurship education.

Innovation generally refers to the abandonment of the old ones, and the creation of new ones. The "creation" in entrepreneurship has a theory of creation, foundation, and foundation, and the "industry" has academics, work, and careers. The cognition of entrepreneurship contains a wide

range of content, but many educators have misunderstood the concept of "entrepreneurship" and led to errors in education. With the development of society, the error of this idea has indirectly led to an increased emphasis on the creation of industries in education in China. It is generally believed that this teaching method is based on teaching subjects that help students conduct independent innovation and entrepreneurship. Therefore, some innovation consciousness and education cannot be accepted by the general public, and the recognition of innovation and entrepreneurship education is inaccurate, which directly reduces the true idea of innovation and entrepreneurship education, hinders the implementation of the concept of "mass entrepreneurship and innovation," and reduces art students' entrepreneurial ability. In addition, because of the inaccurate recognition of educational concepts, the innovation and entrepreneurship education cannot be integrated with the students' professional education, and the awareness of innovation and entrepreneurship in the teaching process is not enough, resulting in a single teaching approach, and even China's newly launched "double-creation" teaching concept has not completely penetrated, reducing teaching efficiency.

(2) The curriculum content of innovation and entrepreneurship education is not comprehensive enough.

A university conducted a survey of teachers and students for innovation and entrepreneurship education. According to the survey, all of the innovation and entrepreneurship education teachers conducted education based on the knowledge of the founding industry. Even most of them did not have related entrepreneurial experience so that they can't provide students with better instructional teaching in the process of practical teaching. The content of teaching is too simple. The content of lectures is always the content of textbooks. Occasionally, some teachers use the case to teach. Although there is a big breakthrough in boring teaching materials, teachers still do not have sufficient practical ability, resulting in unsatisfactory teaching results. In addition, the curriculum content of innovation and entrepreneurship education is not comprehensive enough. In addition to the concept of founding the industry in the main teaching curriculum, the curriculum included in general teaching materials also includes the cultivation of qualities, establishment procedures, and related policies, but there are still some deficiencies in the teaching of courses, leading students to truly achieve students' real operational ability.

(3) Students' enthusiasm for innovation and entrepreneurship is relatively low.

In the process of teaching, teachers found that many students' enthusiasm is relatively low. Even if there are only a few students who have the willingness to conduct independent innovation and entrepreneurship according to the survey, even fewer. More students want to rely on examinations or the allocation of institutions to solve employment problems, etc. Therefore, the enthusiasm of students in class is not enough. Many students only have to attend classes in order to obtain credits. However, those students who are really interested express that the knowledge taught by teachers is derailed from the development of the real society and cannot satisfy the students' curiosity. In addition, teachers' enthusiasm caused by students' lack of motivation often occurs, teachers do not use limited resources to teach and improve students' enthusiasm. On the contrary, the teaching methods only reduce the quality of teaching, even many teachers' knowledge focuses on innovation. The training of entrepreneurial knowledge and skills, thus ignoring the students' sense of innovation, thinking, and ability training, did not plan well for the teaching content. The teaching methods were too traditional and too much emphasis on theoretical teaching, thereby reducing students' enthusiasm for learning. Reduce teaching efficiency.

3. The Insufficiency of Creative Entrepreneurship of Art Majors in Colleges and Universities

Through the investigation and analysis of art students, we also found:

(1) Art students lack technical knowledge and market experience, and their awareness of

innovation and entrepreneurship is weak. For art students, what they are good at is more knowledge related to the arts, but not for more technical knowledge and sensitivity to the market. Therefore, it is very difficult for students with excellent professional skills to have good projects. In addition, the research on the innovation and entrepreneurship system of the arts is still in its infancy. These students are also hard to get systematic innovation and entrepreneurship guidance. They also make their entrepreneurial goals obscure and unable to carry out scientific analysis of their industries, nor can they give themselves accurately position. It will eventually lead to failure to start a business. This is a common problem for many art students in independent colleges.

(2) Lack of experienced teachers and entrepreneurship education system. The current state of education is still unable to completely break away from the shackles of the traditional education model. The teaching is still the teacher imparting knowledge to students. The teaching materials and courseware are still the intermediary. The teacher imparts the knowledge in the textbook to the students through lectures in class. Just master some basic theoretical knowledge and lack practical hands-on skills. And teachers themselves rarely have much experience in innovation and entrepreneurship education. Therefore, they cannot provide much help for students' innovation and entrepreneurship education. This has also become a very important reason why students dare not choose to start a business. In addition, although the college has a complete career planning system, the education related to innovation and entrepreneurship is still relatively small, and this aspect has not yet brought effective promotion to students' innovation and entrepreneurship.

(3) There is no adequate backing for venture capital. Although the economic status of some art students' families is still OK, the single-sided support of the family for innovation and entrepreneurship alone is not enough; on the other hand, society's recognition of art students' innovation and entrepreneurship is not as high as that of technological innovation. The investors are not willing to spend money to unilaterally invest in an art-based innovation and entrepreneurship project; coupled with limited government funding support, eventually some of the very good entrepreneurial ideas will also be distorted.

4. The Countermeasures of Innovation and Entrepreneurship Education for Art Students in Universities

(1) Improve the awareness of innovation and entrepreneurship education. If you want to carry out innovation and entrepreneurship education for students, you first need to increase teachers' and students' awareness of innovation and entrepreneurship education. We should recognize the importance of innovation and entrepreneurship education, and understand that innovation and entrepreneurship education is the end of the 20th century in China. With the rapid development of society, it is increasingly emphasized that teaching in colleges and universities can enhance the enthusiasm of students for self-employment, deepen teaching reforms, and cultivate students' innovative awareness and practical ability. This is of importance for promoting the full employment of art students. Secondly, it is necessary to enlighten students on their innovative awareness and entrepreneurial spirit so that they can understand the qualities needed for starting a business, understand the basic concepts, elements, and characteristics of entrepreneurship, master the basic knowledge of entrepreneurship, and cultivate students' ability in thinking, insight, decision-making, etc., to create complex talents. Then understand the meaning of innovation and entrepreneurship education, innovation and entrepreneurship is not rigidly adhered to some of the original teaching resources and thinking, but the use of new thinking on the allocation and use of resources to transform the traditional business, industry and academic behavior patterns, realizing the training mode for students' comprehensive quality. Finally, through the determination of the significance of innovation and entrepreneurship education, it is clearly stated that innovation and entrepreneurship

education is a teaching curriculum established for the society to cultivate demanding talents. It is a kind of comprehensive education that cultivates students' innovative thinking and ability and realizes the possibility of employment. It opens up more space for students to think and develop.

(2) Make reasonable arrangements for the curriculum of innovation and entrepreneurship education. The arrangement of the course is also the key direction in the teaching. Reasonable arrangement of the course can enhance students' absorption and understanding of knowledge, and can also improve students' degree of recognition of the course. Therefore, the reasonable arrangement of the course content of the teaching can improve teaching effectiveness. First of all, the establishment of an education curriculum requires a perfect curriculum system. Therefore, in the process of teaching, it is necessary to improve the curriculum of the teaching. At present, many arts colleges and universities have very few entrepreneurial courses related to majors. Even the existing entrepreneurial courses are also loosely connected with professional courses. So they have not achieved too good results and effects in entrepreneurship teaching. In order to establish a sound entrepreneurship program, you first need to understand the professional courses of the arts colleges, and then design professional entrepreneurship education courses according to professional courses, and combine professional courses with entrepreneurial courses. For example, the curriculum content of students majoring in arts colleges is painting, so when undertaking entrepreneurship teaching courses, teachers can combine entrepreneurship teaching with specialties, such as advertising design and entrepreneurship, animation painting entrepreneurship, and clothing design and entrepreneurship, etc. The perfect combination can enhance students' learning enthusiasm, and secondly, they can consolidate students' professional knowledge. Secondly, in the rational arrangement of courses, teachers also need to control the time schedule of the courses. Innovation and entrepreneurship courses teaching is not only combined with professional knowledge teaching, theoretical teaching, but also practical teaching, entrepreneurial ability and teaching in literacy education. Therefore, in the case of constant total class time, it is necessary to make reasonable arrangements for teaching time. For example, the teaching time for professional knowledge and theoretical knowledge can occupy 25% of the total class hours. Afterwards, the discussion time for group-based entrepreneurship teaching can also occupy 25% of the total class time, and the practice part is the most important link in entrepreneurship teaching. The total number of class hours occupied is more than 50% of the total class hours, which can comprehensively enhance students' professional knowledge, comprehensive ability, entrepreneurial ability and other aspects of entrepreneurial comprehensive ability, and deepen the students' ability of innovation and entrepreneurship; Finally, in the innovation and entrepreneurship education, relevant legal teaching knowledge is set, because many entrepreneurs need to contact with the law. For example, the "opening, changing and cancellation regulations" involved in starting a business, and the business process will involve "Tax Management Related Knowledge" and "Protecting Lawful Business Laws and Regulations" after the successful start-up of business, etc. The teaching penetration of these legal knowledge can not only improve students' self-protection awareness, but also improve the level of entrepreneurial teaching and enhance their entrepreneurial ability. Therefore, the rational arrangement of the entrepreneurial curriculum can increase the students' knowledge reserves and deepen their learning.

(3) Teaching through the introduction of lectures and the introduction of practical talents to enhance enthusiasm. Practice is the only way to test the truth, so it can be said that practice is a very important teaching method. According to the investigation, many successful entrepreneurs have very rich experience, but their academic qualifications and professional titles are very different from each other. Therefore, it is not recognized by the teachers of major universities. Therefore, in the course of explanation, it can only be explained and analyzed in a general way, and it is impossible to form a system of theoretical teaching. At the same time, many education scholars and

entrepreneurial successors stated that the method of this lecture can be let students have a certain understanding of the outside world, but still can't achieve the true purpose of entrepreneurship teaching. Therefore, leaders of major universities need to improve the quality of the lectures. If necessary, they can hire talented people with rich entrepreneurial experience to conduct teaching assistantships, and cooperate with teachers in professional and entrepreneurial teaching. It is also necessary to introduce professional talents for teaching, use the entrepreneurial experience of professional talents for practical teaching, help teachers complete the imperfections in practical teaching, and use experience to develop students' thinking ability, and strengthen the students' understanding in innovation and entrepreneurship education. In this regard, colleges and universities are required to be able to choose not to be selected based on their academic qualifications and professional titles. Instead, they should be able to truly appoint talents with good moral qualities and talents to teach, or they can choose to have successful students who come to the university to give lectures. In this way, it can also improve students' sense of belonging to the school and improve the quality of teaching. At the same time, in the process of teaching, teachers can use a variety of teaching methods to teach, use multimedia for case teaching, influencing teaching, software teaching, etc., in order to enhance students' enthusiasm for class. Through building a sound structure of teachers, combined entrepreneurial successors with practical abilities and professional teaching teachers in order to cultivate students' professional abilities and improve students' entrepreneurial practical ability, truly provide students with a space for all-round development and cultivate complex talents for the society.

5. Empirical Analysis of Innovation and Entrepreneurship Education for College Art Students

(1) Survey objects

Two types of questionnaires have been designed for art college students' awareness of innovation and entrepreneurship, innovation and entrepreneurship ability and innovation and entrepreneurship management mechanism, one is for the current situation and problems of college art students in innovation and entrepreneurship activities, which involves the awareness of college students' interest, motivation, demand and influencing factors of innovation and entrepreneurship; the other is for college art managers in the process of implementing innovation and entrepreneurship education The current situation. A total of 500 sets of questionnaires were distributed, of which 100 sets were distributed to each university, 487 sets were effectively returned, with an efficiency rate of 97.4%. Questionnaire 2 was distributed in 9 sets, and 9 questionnaires were effectively returned, with an efficiency rate of 100%.

(2) Data statistics

This paper used SPSS 22.0 software to count and analyse the results of the questionnaires and to conduct t-tests. The t-test formula used in this paper is shown below.

$$t = \frac{\bar{X} - \mu}{\frac{\sigma X}{\sqrt{n}}} \quad (1)$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (2)$$

(3) Creative and entrepreneurial consciousness

Innovative entrepreneurial consciousness is the strong desire of students in the process of innovation and entrepreneurship, and the will, interest and attitude expressed in their behaviour. It is the source of creativity in people's thinking and consciousness, and is also the internal driving force for carrying out innovation and entrepreneurship. The survey found that there are problems with the awareness of innovation and entrepreneurship among university art students, as shown in Table 1.

Table 1. Statistics of innovation and entrepreneurship awareness of art students in colleges and universities

Content	Number of people	Proportion %
A clear understanding of innovation and entrepreneurship education	119	24.4
Interested in innovation and entrepreneurship activities	115	23.6
Innovation and entrepreneurship activities are necessary and rewarding	78	16.1
Understand relevant innovation and entrepreneurship policies	61	12.5
Starting a business is far away from yourself	320	65.7
Have ideas for innovation	203	41.7
Number of students who have started a business	37	7.6
Entrepreneurship drives employment	12	2.5

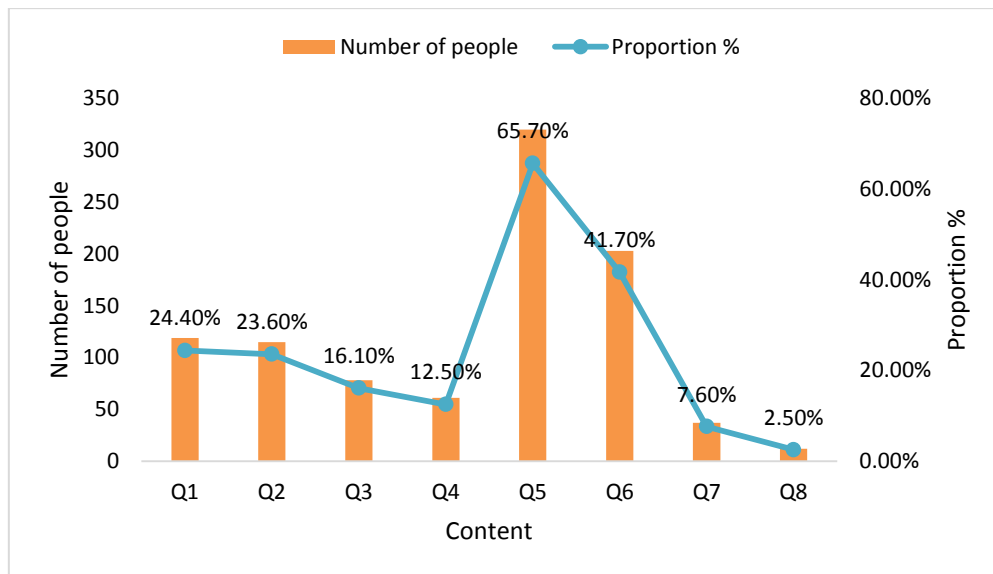


Figure 1. The results of the innovation and entrepreneurship awareness of college art students

The survey data shows that 24.4% have a clear understanding of the concept of innovation and entrepreneurship, 23.6% are interested in innovation and entrepreneurship activities, 16.1% think it is necessary and rewarding to participate in innovation and entrepreneurship activities, only 12.5% of students understand the policies related to entrepreneurship, and 65.7% of students think that entrepreneurship is far away from them, so they think innovation and entrepreneurship education is dispensable. The number of students who have the idea of starting their own business is 41.7%, while only 7.6% of students actually start their own business, and the number of people who start their own business leads to employment is only 2.5%. It can be seen that there is a certain bias in

the cognition of innovation and entrepreneurship among university art students, but their interest in innovation and entrepreneurship is significantly higher than that of students from other institutions, more students have entrepreneurial ideas, and the proportion of students who have already started their own businesses is significantly higher than that of students from other institutions.

(4). Development of innovative and entrepreneurial education activities

As an art college with strong professionalism, it should carry out innovative and entrepreneurial activities based on professional characteristics, and carry out activities with professional knowledge innovation as the main focus. However, through the survey, it was found that students presented some problems in various large-scale innovative and entrepreneurial activities, as shown in Figure 2.

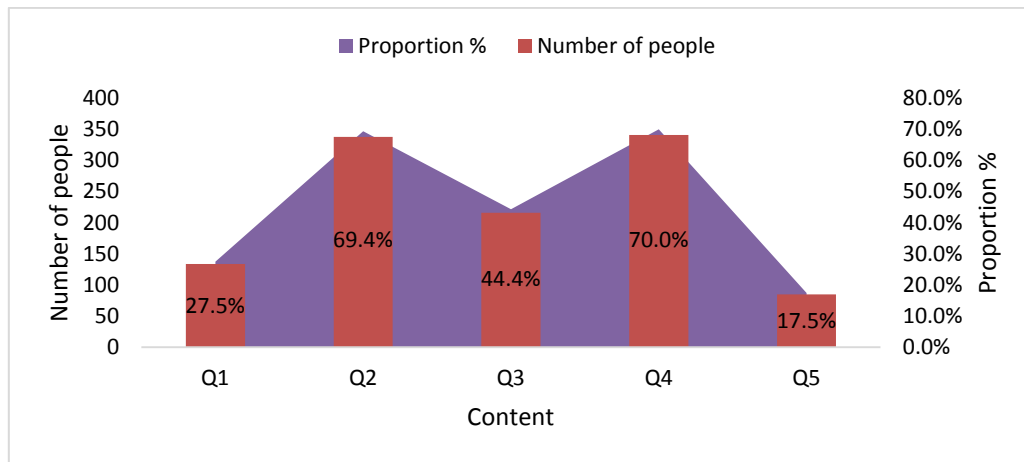


Figure 2. Professional knowledge of college art students participating in innovation and entrepreneurship activities

The survey showed that only 27.5% of art students in universities knew about the Challenge Cup Innovation and Entrepreneurship Competition, and many of the entries were not well attended by professional teachers. In the preliminary selection process of the innovation and entrepreneurship competition, it was found that 69.4% of the entries were related to the students' professional knowledge, but only 44.4% had a high technical content, and among the students' winning entries, 70% were instructors' works, while only 17.5% had access to cutting-edge knowledge. This shows that the works of art students in colleges and universities participating in innovation and entrepreneurship competitions have low technical content and weak comprehensive ability. Apart from organising students to participate in national and provincial innovation and entrepreneurship competitions, there are fewer innovation and entrepreneurship activities organised by the art colleges themselves, and students are not highly motivated.

6. Summary

To sum up, the teaching process of innovation and entrepreneurship education pays attention not only to the knowledge and skills of teaching, but also to the practical ability. Only when the two are combined can students' comprehensive qualities and abilities be enhanced, and students' entrepreneurial skills can be strengthened. Therefore, the article analyzes the status quo of the innovation and entrepreneurship education of art students in the current social development, and puts forward something for enhancing the enthusiasm of the three aspects of teaching strategies, which are the promotion of the knowledge of innovation and entrepreneurship education, the rational arrangement of the curriculum for innovation and entrepreneurship education, and the development of the lectures and practical talents through lectures. It will improve the level and

quality of teaching and cultivate complex talents for the society.

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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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