

Research on the Strategy of Innovation and Entrepreneurship Education for College Students in the sight of Constructivist Learning Concept

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Abstract: Since the 20th National Congress, with the emphasis on innovation and entrepreneurship on country, innovation and entrepreneurship education has become an important part of talent training in universities. The constructivist learning concept advocates that students' learning should respect their own meaning construction, and social mutual assistance and situational construction to acquire knowledge. Based on the current issue of students' innovation and entrepreneurship, this article takes the constructivist learning perspective as a guide to explore strategies to enhance their innovation and entrepreneurship abilities, and is committed to promoting the improvement of their abilities.

Keywords: Innovation; Entrepreneurship; Innovation and Entrepreneurship Education; Constructivist Learning Concept; College Students

Introduction

With the times developing, the concept of student-centered approach is deeply rooted in talent cultivation. Innovation and entrepreneurship education has a great promoting effect on the cultivation of students' creative thinking and employment and entrepreneurship abilities. Understanding the cognitive learning characteristics and learning difficulties that meet students' needs helps them better acquire and apply knowledge.

1. Current Issues in Innovation and Entrepreneurship Education for College Students

1.1 Lack of awareness of innovation and entrepreneurship education

With the rise of innovation and entrepreneurship education, there is a lack of awareness among university teachers and students about its concepts and teaching, as well as the cultivation of students' innovation awareness. After teaching, most students do not realize the significance of this education, and their learning motivation is not strong. They only view it as a way to use the internet, mobile terminals, and other means to achieve their own innovation and entrepreneurship plans^[1]. Therefore, there is a lack of complete understanding. Students believe that innovation and entrepreneurship education is not closely related to professional education, and the correlation between curriculum and practice is not high. They underestimate the systematic learning of theoretical and practical knowledge.

1.2 Fuzzy self positioning and cultivation methods

The innovation and entrepreneurship education teaching carried out by universities is an important course aimed at the situation faced by students in future employment^[2]. Therefore, the new curriculum standard proposes that student training should be closely combined with social development. According to the survey, student education is not strongly related to career Career development,

and the awareness of self positioning is insufficient, which leads to insufficient meaningful construction, weak motivation, and low efficiency in transferring to innovation and entrepreneurship education. At the same time, their own abilities and literacy are directly related to the quality and effectiveness of teaching, low quality can easily lead to problems in the process of carrying out teaching activities^[3]. Therefore, combining professional education, creative and entrepreneurial education with quality education, and clarifying the training objectives of innovation and entrepreneurship have a promoting effect on students' learning.

1.3 Lack of teaching staff

The current teaching content of innovation and entrepreneurship courses in universities is monotonous and boring. Teachers are unable to effectively cultivate students' innovation awareness and stimulate their enthusiasm for entrepreneurial activities in the classroom^[4]. On the one hand, it is due to the lack of a systematic innovation and entrepreneurship education curriculum system and scientific teaching training, a lack of deep understanding of teachers' professional teaching knowledge, and a single teaching method and mode. On the other hand, it is because the combination of theory and practice is not deep, and there is a lack of practical experience in enterprises, Professional guidance and transfer-ability are not strong.

1.4 Weak achievement transformation

Currently, the transformation of the achievements learned by students is not strong, and although they have a certain level of innovation and entrepreneurship awareness, their feasibility is not high^[5]. Therefore, the evaluation mechanism and procedural steps need to be simplified, and support for youth innovation and entrepreneurship policies need to be strengthened.

2. Constructivist learning concept

2.1 Social Mutual Aid

The constructivist learning believes that learning has social mutual assistance. Social interactive learning is the internalization of relevant knowledge and skills through participation in a certain social culture, and this process often requires the collaborative interaction of the learning community to complete. In short, the negotiation, interaction, and collaboration of learning communities are of great significance for the construction of knowledge.

2.2 Situational

The constructivist learning view believes that learning has situational characteristics. Believing that knowledge cannot exist abstractly without the context of activities, learning should be combined with contextualized social practice activities. Knowledge exists in specific, situational, and perceivable activities, and is acquired in practical activities.

2.3 Meaning construction

The constructivist learning perspective emphasizes that students are in an active position in the learning process, and when acquiring new knowledge, they need to actively choose and independently complete knowledge construction based on their existing knowledge level. In this process, learners are highly emphasized on their active construction. Active constructive learning is a process of internal psychological structure. The methods for solving problems should be flexible, with multiple solutions and evaluation criteria.

3.Exploring Innovation and Entrepreneurship Education Strategies for College Students from the Perspective of Constructivist Learning Concept

3.1 Improving social mutual assistance and promoting innovation and entrepreneurship education for college students

Social mutual assistance emphasizes the participation of culture and the mutual assistance of groups. Firstly, organize various competitions. Schools should actively organize innovation and entrepreneurship competitions at all levels and types for different types of majors, in order to create a cultural atmosphere in the second classroom, allowing students to internalize innovation knowledge through competition and cooperation, and then use school resources for promotion, strengthening the connection between the school and society, and enhancing cooperation and communication between students, teachers, and society

Secondly, strengthen teacher training. The professional training of teachers at the school and education system levels should be

Improved. On the one hand, improve the teaching methods of innovation and entrepreneurship courses, and on the other hand, analyze national policies for innovation and entrepreneurship, promote interaction and exchange between teachers and students, and enable students to further internalize knowledge and apply it in the curriculum. At the same time, the research shows that the cultivation of innovation and entrepreneurship awareness cannot be carried out in a direct way. It is better to use examples to explain^[6], to teach students to look at problems from the perspective of learning, openness and development, to broaden their thinking and promote their higher level development.

Once again, build a good cultural public opinion. In the era of Internet+, educational ideas and concepts should be updated, and various ways should be used to increase the promotion of innovation and entrepreneurship education, broaden people's horizons and reduce society's fear of entrepreneurial risks, creating a good cultural atmosphere^[7]. Therefore, cultural construction can promote the participation rate of activities from passive to active, improve social mutual assistance, tap students' own potential.

3.2 Creating learning context and promoting innovation and entrepreneurship education for college students

Situational emphasizes that the acquisition of knowledge should be combined with situational activities and social practice. Firstly, adopt a diverse educational model for teaching. Schools should optimize the teaching mode of innovation and entrepreneurship education, set up relevant activities that are in line with students' professional and physical and mental development characteristics, improve teaching and management mechanisms, and integrate real or simulated entrepreneurial situations into curriculum and second classroom activities, allowing students to engage in meaningful learning and internalize what they have learned.

Secondly, strengthen the connection between enterprises and schools. letting enterprises enter the innovation and entrepreneurship education in universities through intuitive teaching, lectures, and activities, allowing students to truly experience the practical environment of innovation and entrepreneurship, creating a learning oriented innovation and entrepreneurship school social chain, and promoting their acquisition of knowledge.

3.3 Enhancing Meaning Construction and Promoting Innovation and Entrepreneurship Education for College Students

Meaning construction emphasizes valuing students' existing knowledge level, evaluating diversity, and enhancing their subjective initiative. Firstly, enhance cultural public opinion and respect their subjectivity. Creating a learning culture that is closely linked to the type and training objectives of the school, respecting the characteristics of students in different age groups, improving the public opinion orientation of innovation and entrepreneurship culture, combining majors with innovation and entrepreneurship, connecting the development chain of culture, majors, innovation, and employment, and achieving meaningful connection between knowledge and abilities, stimulating their learning enthusiasm

Secondly, establish a base for achievement transformation, combining theory with technology. The construction of university entrepreneurship incubation bases can provide a reliable practical platform for their entrepreneurial activities, respecting their acquisition of self-experience in practice, and stimulating their learning motivation.

Finally, improve the relevant incentive system. By utilizing self and substitutive reinforcement, we commend participants and winners, and increase the intensity of process assessment in innovation and entrepreneurship education. We affirm and respect the value of process and practice, enhance their thirst for knowledge, achieve meaning construction, and promote the development of innovation and entrepreneurship education for students.

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