

Research on the Effectiveness of Ideology Education for College Students based on Innovation and Entrepreneurship Education

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Abstract. With the transformation of the essence of higher education from exam-oriented education to quality-oriented education, the traditional concept of ideology education and teaching can no longer meet the actual needs of college students. However, there are still obvious deficiencies in this research in academic circles, which makes the employment pressure faced by college graduates more and more serious. Cultivating students' ability of double innovation is conducive to improving students' comprehensive ability and quality, and it is the main task of higher education at present. In view of the fact that college students' Innovation ability training. and ideology teaching have many commonalities in terms of target content, form, time and space, integrating innovation and entrepreneurship education into ideology teaching in universities will help solve many difficult problems in innovation and entrepreneurship education and ideology teaching. By mastering the entrepreneurship theory and applying it in practice, college students can achieve better results. This paper makes a brief analysis of the ideological education reform mode in universities based on the concept of entrepreneurship education.

Keywords: College Students; Innovation and Entrepreneurship Education; Ideology Education.

1. Introduction

According to the report of the 19th National Congress of the Communist Party of China, innovation is the main support for promoting development. Entrepreneurship education plays a great role here. Innovation and entrepreneurship education in universities in China began in 1990s. Although it has developed rapidly, there are still many problems due to its late start. After years of development, ideology education has formed a relatively mature discipline orientation and education and teaching system. The organic integration of innovation and entrepreneurship education and ideology education in universities is not only conducive to the improvement and development of innovation and entrepreneurship education system, but also of great significance for guiding college students to start their own businesses and implementing the strategic requirements of entrepreneurship driving employment [2]. With the growth of social economy, universities, as an important output position of high-level talents, have a direct impact on the development level of the future society. On this basis, the development of ideological education in universities has laid an important foundation for the improvement of college students' personal ability after they enter the society. When people receive the benefits provided by economic development, they are constantly confronted with the ideological impact brought by western economic development. In this context, as an ideological teacher in universities, how to effectively lead students to consolidate the core leadership position of our party has become a top priority. During this period, China's economy and society gradually tended to develop and progress at a deeper level, and the social atmosphere was confronted with unprecedented negative challenges. It is a topic worth considering that how the administrators of universities can make full use of their strengths and avoid weaknesses, let the students with outstanding personalized characteristics give full play to their positive creative ability and role in the social environment, and build a healthy and upward value orientation.

At the same time, with the development of economy and society, college students are also required to have the ideas of innovation and entrepreneurship. However, the effect of ideological education reform for college students from the perspective of innovation and entrepreneurship in China is not

satisfactory. At this time, improving the ability of educational reform has become a social hot spot. Based on this, it is of practical significance to conduct in-depth research on the subject of ideological education reform of college students from the perspective of innovation and entrepreneurship.

2. Concept of Innovation and Entrepreneurship in the New Era

Innovation ability, that is, creative thinking ability, refers to the ability that human beings can provide with great significance and initiative for a thing. Its characteristics can be summarized into two aspects: first, it has important social significance. To put it simply, this innovative ability pushing the development of individuals, collectives and even society, has brought positive influence on the progress of human production and life. Second, initiative. As its name implies, it is the first individual to create, and its achievements are unprecedented. Third, work motivation. Work motivation is the main factor to cultivate and stimulate innovative ability. Entrepreneurial ability refers to people's ability to grasp the opportunity of starting a business, and the ability to find entrepreneurial opportunities, which is mainly determined by entrepreneurial motivation and entrepreneurial skills [3]. On the one hand, entrepreneurial motivation. From a personal point of view, entrepreneurial motivation can be divided into two types, one is the social model, and the other is the model needed for personal survival. On the other hand, entrepreneurial skills. Entrepreneurial skills mainly refer to the comprehensive qualities of entrepreneurs themselves, including their innovative ability, psychological quality and management quality. The combination of ideology and innovation and entrepreneurship education is the main direction of ideology teaching reform in universities. At present, the traditional and backward educational concept is one of the main factors hindering ideology teaching in universities. Most students think that going to college is to find a good job, so some teachers focus their teaching on professional courses. Looking at the teaching practice, a class with a certain breadth and height requires teachers to make real efforts in studying teaching materials. Based on the essence of teaching materials and students' cognitive needs, teachers should read the teaching materials thoroughly, deeply, thickly and vividly, and truly realize "teaching with teaching materials" and "using teaching materials creatively", thus promoting the cultivation of students' core mathematics literacy to take root.

3. Problems in Ideology Teaching in Colleges and Universities from the Perspective of Innovation

3.1 The Concept of Integration is Still not Unified

For a long time, ideology education has formed an educational philosophy that takes Marxist world outlook, outlook on life and values as the guide, and trains new people with ideals, morality, culture and discipline. At present, many universities only position the educational concept of innovation and entrepreneurship as cultivating a college student who can start a business, which neglects the cultivation of innovative talents and entrepreneurial quality. Even some universities are influenced by various entrepreneurial competitions, and position their educational concept as cultivating a person who can compete [4]. In recent years, the "Creating Youth" Entrepreneurship Competition for College Students and the Innovation and Entrepreneurship Competition for College Students in internet plus, which have aroused widespread concern in universities, have become important classrooms for innovation and entrepreneurship education in universities. Universities put too much energy into organizing competitions and participating in competitions, while ignoring the renewal of educational concepts and the setting of educational courses for innovation and entrepreneurship, and ignoring the spiritual qualities of independent innovation, hard work and win-win cooperation that college students need to integrate in the process of innovation and entrepreneurship education, resulting in utilitarian education and practical education.

3.2 The Curriculum System is Designed Differently

A survey by Ma Yongbin (2016) shows that the curriculum of innovation and entrepreneurship education in universities in China lacks systematic design, and needs to be adjusted and improved in curriculum arrangement, teaching methods and practical teaching [5]. At present, Tsinghua University, the leader of innovation and entrepreneurship education, has formed a mode of combining classroom teaching with practical teaching. Classroom teaching mainly focuses on entrepreneurship management, entrepreneurship forum and research and practice courses, while practical teaching mainly focuses on roadshows of entrepreneurship projects, entrepreneurship competitions and entrepreneurship special training. However, what should be taught and how should be taught in integrated education, at present, depends entirely on teachers' experience, and there is still no unified curriculum system. Under the traditional situation, the ideological education usually delivers knowledge to students in a closed and classroom teacher-instilled way. In this form, students often receive "cramming" ideological teaching. At the same time, college teachers put students in a super-ideal social environment while carrying out ideological education, ignoring students' autonomy and creativity in choosing social environment. For a long time, the teaching activities carried out by ideological teachers in universities often focus on the pre-set framework to cultivate students' personal personality. Through the analysis of the problems existing in the above ideological education work, the goal of ideological education work in China's universities at the present stage tends to train students into a unified and disciplined ideological assimilation group, while when going out to investigate and solve practical problems, few teachers will really think from the perspective of students, so that there is a gap between the expected results of the final teaching effect.

3.3 The Way of Integration is not Clear

There are no scholars to study and apply the teaching methods of the integration of the two. Some teachers of innovation and entrepreneurship education courses have realized that the content of ideology education should be integrated into their teaching, but the actual teaching content only stays in the propaganda language in the classroom, and is not internalized into actions, and a set of unified and integrated teaching methods and methods has not yet been formed. Due to the lack of relevant professional knowledge of innovation and entrepreneurship, teachers of IDE education often neglect the content of innovation and entrepreneurship education in their teaching. Although the upsurge of "mass entrepreneurship and innovation" has spread all over the country, and universities have also carried out a series of entrepreneurship education and entrepreneurship activities to cultivate and train college students' innovative and entrepreneurial ability, it is still an indisputable fact that the success rate of college students' entrepreneurship is low. The Global Entrepreneurship Watch (GEM) Report on China's Entrepreneurship in 2016-2017 points out that the rate of self-employed enterprises in China is high, especially the enterprises founded by college students mostly end in failure, and the rest can only be barely maintained [6]. The survey data further shows that although college students' willingness to start a business has increased, the success rate of starting a business is only between 2% and 3%. On the one hand, it reflects the poor effect of innovation and entrepreneurship education in universities.

4. Strategies of Optimizing Ideology Education in Colleges and Universities from the Perspective of Innovation

4.1 Ideology Teaching Should Conform to the Characteristics of the Times

Always use Marxist values to cultivate innovative talents with firm ideals and beliefs, pioneering and innovative spirit and excellent moral quality; Always adhere to the socialist core values to correct college students' entrepreneurial motivation and awareness, strengthen entrepreneurial behavior, and reduce the blindness and randomness of entrepreneurship; We should always use excellent qualities to guide college students to enhance their sense of responsibility and entrepreneurship, stand the risks

and setbacks brought by entrepreneurship, and cultivate strong endurance and strong willpower. The ideological education runs through the innovation and entrepreneurship education in universities, and the continuous progress of scientific and technological productivity has brought about great changes in the industrial structure of the national economy. The demand for talents in the employment market has decreased, while the quality of talents has higher requirements, and the employment forms of college students have become increasingly severe [8]. Independent innovation and entrepreneurship of college students can effectively alleviate the employment situation of college students, and create more employment opportunities through entrepreneurship. And innovation is a complex and professional work, which requires students to deal with and solve various problems in the process of development, and has high requirements for students' professional skills and comprehensive quality.

4.2 Actively Carry out Entrepreneurial Practice Activities

Only in this way can students' modern entrepreneurship concept be cultivated. Therefore, when universities carry out ideology teaching, they should first update the content of innovation and entrepreneurship education, optimize teaching methods, and make students' entrepreneurial ideas closer to reality. To be specific, teachers should understand the current social situation in teaching, proceed from reality, guide students to explore independently in view of the existing problems, and give students the opportunity to contact the society, to improve students' social adaptability and facilitate students to better integrate into society in the future. In addition, it can also enable students to establish a correct concept in entrepreneurship, relax their mentality, and lay a foundation for their future growth and work. Entrepreneurial skills are the foundation of cultivating students' innovative and entrepreneurial ability. Only when students have entrepreneurial skills can they face various situations calmly when starting a business. Therefore, students' professional skills should be improved in the teaching of innovative and entrepreneurial ideology in universities. Practical ability is the foundation of entrepreneurial activities, and teachers can actively carry out entrepreneurial activities from the following two aspects: on the one hand, teachers can organize community activities from the students' point of view, such as organizing an idea solicitation contest or an invention contest, so as to stimulate students' enthusiasm and improve their innovative consciousness and ability; On the other hand, it is possible to organize entrepreneurial practice activities, in which students can realize all kinds of a thorny problem in the process of starting a business., which will help students attach importance to the ability of innovation and entrepreneurship, and thus improve themselves in a targeted manner.

5. Summary

To sum up, cultivate students' innovative and entrepreneurial ability in ideological teaching in universities, which can not only improve students' competitive strength, alleviate the current severe employment situation, but also provide conditions for students to start businesses in the future. Therefore, universities can strengthen ideological education in universities by strengthening the construction of teachers, updating educational concepts and improving teaching content and teaching system, which is also an important way to promote ideological education reform in universities. Universities can effectively optimize and upgrade the ideological education reform of college students from the perspective of innovation and entrepreneurship, and effectively solve the problems faced in the ideological education reform of universities by constructing a curriculum system integrating innovation and entrepreneurship with ideological education, combining the characteristics of urban entrepreneurship education with ideological education of college students, and expanding new positions of ideological education of college students outside the classroom. It can be seen that entrepreneurship education has received extensive attention from all walks of life, which is also one of the main educational methods in universities. As the most dynamic contemporary college students, they should dare to start businesses and innovate, to make our own contribution to the future development of our country.

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