

# Research on the Development Path of Innovation and Entrepreneurship Education in Colleges and Universities from the Perspective of Marx's Educational Equity Thought

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**Abstract.** Based on the foundation of the historical materialism and dialectical materialism, Marx's thought of educational equity is the theoretical source of guiding the development of educational equity in China. Marx's educational equity thought is an important part of Marx's educational thought. Innovation and entrepreneurship education is an important part of current higher education and the breakthrough of reform, the embodiment of social equity in the field of education, and the extension of fair rights in political, economic, cultural and other fields in the field of innovation and entrepreneurship education. Since the 18th National Congress of the Communist Party of China, the development of the Party's educational thought has made new achievements. This paper, based on Marx's thought of educational equity, combined with the new development of the thought and practice of educational equity since the 18th National Congress of the Communist Party of China, and taking the reform effect of innovation and entrepreneurship education in colleges and universities as the object, further puts forward the high-quality development path of innovation and entrepreneurship education in the new era.

**Keywords:** Educational Equity; Reform of Personnel Training Mode; Resource Allocation.

## 1. Introduction

Since the 18th National Congress of the Communist Party of China, the state has made great efforts to promote educational equity and personnel training, with special emphasis on the cultivation of innovative personnel. Since the 18th CPC National Congress, the country has defined the talent strategy of training scientific and technological innovation talents to support the country's innovation-driven development. In the field of higher education, in May 2015, The General Office of the State Council issued the Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Institutions of Higher Learning (No. 36, 2015) to comprehensively promote the reform of innovation and entrepreneurship education in institutions of higher learning. After 6 years of practice, the reform of innovation and entrepreneurship education in colleges and universities has made some achievements. In 2021, in order to further promote innovation and entrepreneurship education, The General Office of the State Council once again issued the Guiding Opinions on Further Supporting College Students' Innovation and Entrepreneurship (2021) No.35, setting off a new round of reform for local education administrative departments and universities to invest in innovation and entrepreneurship education. However, it should be noted that the effect of innovation and entrepreneurship education reform in colleges and universities is affected by the imbalance of political, economic and cultural development in the regions where colleges and universities are located. There are still problems such as uneven educational opportunities, inadequate matching of educational resources and low level of social participation caused by imperfect top-level design of innovation and entrepreneurship education, insufficient fund investment and insufficient social innovation and entrepreneurship culture.

## 2. Marx's Educational Equity Thought

Marx's educational equity thought has fundamental guiding significance in promoting a more equitable educational system with Chinese characteristics. In the process of summarizing the educational history before capitalism and criticizing capitalist education, Marx deeply exposed the

hypocrisy of the educational equity claimed by capitalism and formed Marx's thought of educational equity [1].

### **2.1 Equal Right to Education is the Basis of Realizing Educational Equity**

Marx's class analysis of education before the emergence of the bourgeois state and the bourgeois claim that "everyone has equal rights to receive education" is essentially to safeguard the interests of the ruling class, so as to safeguard the ruling class's rule. Only when exploitation and oppression are eliminated, can equal right to education be the most basic right that every citizen of society should enjoy. At this time, the state takes the responsibility to implement universal education. In front of such education, everyone is equal, and only then can all members of society have equal right to education, so as to realize educational equity.

### **2.2 Realizing People's Free and All-Round Development is the Value Orientation and Ultimate Goal of Educational Equity**

All members of society enjoy equal right to education is only a prerequisite for realizing educational equity. Realizing "free and comprehensive development of human beings" is the value orientation and ultimate goal in the process of educational equity development, and the ultimate equity pursued by Marxism. The educational function of capitalism is more manifested as the tool of education. The purpose of education is to obtain more surplus value for capitalists, which is negative to human development. Therefore, we must take the realization of "human free and comprehensive development" as the value orientation and ultimate goal of the realization of educational equity, in order to realize the real sense of educational equity.

### **2.3 Economic Base and Superstructure Determine the Realization Degree of Educational Equity**

Marx believes that the equitable development of education is an important condition for human development, and this condition itself is conditional, or a premise. Political equality guarantees the realization of equal right to education in the system, and economic equality provides material guarantee for educational activities. The content of educational activities is set based on the needs of social political and economic conditions. The realization degree of educational equity directly depends on the economic base and superstructure.

In a word, political equality guarantees the realization of equal right to education in the system, and economic equality provides material guarantee for educational activities. In order to realize the real educational equity in society, citizens must have equal political rights and real equal right to education, and education should be able to "realize the free and comprehensive development of human beings". We should adhere to the Marxist ideology of educational equity as a guiding principle in the study of educational equity.

## **3. Achievements of Innovation and Entrepreneurship Education Reform in Colleges and Universities Since the 18th National Congress of the CPC**

Since the 18th National Congress of the CPC, the Party's new collective leadership has made full use of Marx's basic views, positions and methods of educational equity, and attached great importance to the issue of educational equity. In November 2012, the new members of the Standing Committee of the Political Bureau of the CPC Central Committee made their first public appearance by Chinese and foreign media. General Secretary Xi Jinping pointed out that the general public "look forward to better education... The people's aspiration for a better life is our goal." Since the 18th National Congress of the CPC, the Central Committee with the General Secretary as the core has put forward new requirements for educational equity and endowed new connotations to promote the development of educational equity. Education quality has increasingly become the focus of "people's satisfaction education".

### **3.1 The Reform of Innovation and Entrepreneurship Education in Colleges and Universities has Achieved Remarkable Results**

In May 2015, the State Office issued the Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Institutions of higher Learning, which put forward a set of tasks and measures to improve the quality standards of talent training, the mechanism of innovation and entrepreneurship training, the curriculum system of innovation and entrepreneurship education, the reform of teaching methods and assessment methods, and the strengthening of innovation and entrepreneurship practice. In recent years, in order to implement the important instructions of the General Secretary and the decisions and arrangements of the CPC Central Committee and The State Council, the Ministry of Education has implemented a series of powerful measures to build bases, hold contests and strengthen practices, and the reform of innovation and entrepreneurship education has achieved remarkable results [2].

First, pay close attention to implementation, innovation and entrepreneurship education reform took root, vigorously promoted the reform of key areas and key links of talent training, introduced a series of reform measures, mainly reflected in the building of base to establish a model, set standards and improve quality, grasp the curriculum foundation, strengthen the excellent structure of teachers, promote policies to release vitality, strengthen practice and capacity.

Second, the world's largest platform for mass entrepreneurship and innovation has come to fruition. It has set up a huge army of new innovators, offered the largest and most exciting course on China's national conditions, ideology and politics, offered the largest innovation course, and incubated a large number of high-quality entrepreneurship projects. Nearly 10 million college students from more than 100 countries and regions on five continents have built the world's largest international exchange platform for entrepreneurship and innovation education.

Third, the concept has been reshaped, and the talent training model of higher education has undergone profound changes, transforming from employment education to innovation and entrepreneurship education. Innovation leads entrepreneurship and entrepreneurship drives employment, and forming a new situation of higher quality entrepreneurship and employment for college graduates. Through innovation and entrepreneurship education, the barriers of academic disciplines and industrial schools have been broken, and a delightful "wall-breaking effect" has been achieved. Interdisciplinary integration, interdisciplinary learning and collaboration within and outside the school have been realized.

In short, by comprehensively deepening the reform of innovation and entrepreneurship education in the field of higher education, innovation and entrepreneurship education is no longer a reform project of a few top universities in the past. The state has put forward the institutional arrangement of "integrating innovation and entrepreneurship education into the whole process of talent training", so as to realize the equal opportunity of innovation and entrepreneurship education across the country. However, in the Report on the Development of Innovation and Entrepreneurship Education in Chinese Universities in the New Era of the Future, compiled by the Steering Committee of Innovation and Entrepreneurship Education for Higher Education of the Ministry of Education, which is based on the periodic summary of the construction of 200 "Demonstration schools for deepening Innovation and Entrepreneurship Education Reform" approved by the Ministry of Education in 2017 and 2018, There are still some unbalanced resources and unequal opportunities. In the summary points out that there are some problems.

Analyze the reform effect and existing problems of innovation and entrepreneurship education provided by 200 universities, from the east to the west, from the north to the south, from "double first-class" universities to local universities, from economically developed regions to less developed regions, Problems such as the training scale of innovative and entrepreneurial talents, the quantity and quality of teaching staff with educational ability, resource input, "weak communication between schools and enterprises", "lack of resource sharing bond" and equal opportunities appear in different degrees. The implementation of the national strategy of innovation-driven development requires a large number of innovative and entrepreneurial talents, as well as higher quality innovation and

entrepreneurship education that people are satisfied with. The convening of the Communist Party of China 20th Century pointed out the direction for the construction of Chinese modernization, and also pointed out the direction for the development of higher education.

#### **4. Research on the Development Path of College Innovation and Entrepreneurship Education in the New Era**

The 18th National Congress held at the end of 2012 clearly stated that "scientific and technological innovation is a strategic support for improving social productivity and overall national strength, and must be placed at the core of the overall national development." He stressed the need to adhere to the path of independent innovation with Chinese characteristics and implement the strategy of innovation-driven development. This is a major decision made by our Party with a global vision, a global perspective and a vision for the future. Implementing the strategy of innovation-driven development involves all aspects and is a systematic project. In October 2022, the 20th National Congress of the CPC was successfully held. In the report, it was clearly pointed out that "we will implement the strategy of rejuvenating the country through science and education, strengthen talent support for modernization", "ensure that education is satisfactory to the people", "adhere to the people-centered development of education, accelerate the construction of a high-quality education system, develop quality-oriented education, and promote equality in education". The twenty report further points out the direction for the development of education, and the reform of innovation and entrepreneurship education in colleges and universities should also follow the goal of "running education that people are satisfied with". From the perspective of promoting educational equity, universities should promote the realization of "building an important talent center and innovation highland in the world, promoting the rational distribution and coordinated development of talent regions, and striving to form a comparative advantage in international talent competition"[3].

##### **4.1 Refine Strategic Objectives and Strengthen Institutional Arrangements**

According to the report of the 18th National Congress of the CPC, China will enter the ranks of innovation-oriented countries by 2020. In the internationally recognized innovation-oriented countries, the contribution rate of scientific and technological innovation to economic development is generally more than 70%, the proportion of R&D investment in GDP is more than 2%, and the dependence of technology on foreign countries is less than 20%. At present, the goal of building an innovation-oriented country should be decomposed and refined, and the organizational structure and task system should be established to accomplish the goal. The education system provides personnel support for the innovation-driven development strategy, and colleges and universities carry out personnel training. The important role of education is obvious. However, the equality of educational opportunities is affected by regional politics, economy and culture, showing an imbalance. Local governments at all levels should take the cultivation of students' daring, creative ability and patriotism as the core goal of pursuing high-quality innovation and entrepreneurship education, and strengthen the construction of guidance mechanisms in terms of institutional arrangements. At the same time, we should speed up reform and innovation of scientific and technological systems and mechanisms, formulate systems and mechanisms that organically combine the role of the government with market mechanisms, give full play to the role of the government in guiding, regulating and supporting, and establish a scientific innovation evaluation mechanism to give full play to the enthusiasm, initiative and creativity of scientific and technological personnel. We will address the problems of over-administrative, closed and inefficient allocation of scientific and technological resources, and low efficiency in R&D and in the application of achievements.

##### **4.2 Give Play to the Guiding Role of the Market**

We will build a system for technological innovation that takes enterprises as the main body, takes the market as the guide, and integrates enterprises, universities and research institutes. Further

establish the dominant position of enterprises, so that enterprises become the main body of technology demand selection and technology project determination, and become the main body of technology innovation investment and innovation achievements industrialization. Universities, research and development institutions, intermediaries, governments and financial institutions should work with enterprises to build an innovation chain with division of labor and organic integration, and form a collaborative innovation system with Chinese characteristics. We will establish a system and mechanism for the rational flow of scientific and technological innovation resources, promote the efficient allocation and comprehensive integration of innovation resources, and let the market play its fundamental regulatory role. We should give full play to the fundamental role of market competition in stimulating innovation, foster a fair, open and transparent market environment, strengthen the guidance of competition and industrial policies for innovation, promote the survival of the fittest, and increase the impetus for innovation for market players. We should give play to the guiding role of the market in technology R&D direction, route selection and allocation of various innovation resources, adjust innovation decision-making and organizational models, strengthen inclusive policy support, and encourage enterprises to truly become the subject of technology innovation decision-making, R&D investment, research organization and achievement transformation.

### 4.3 Foster an Entrepreneurial Culture

The innovation and entrepreneurship culture in colleges and universities is the self-consciousness and choice in the cultural level of our economic and social development to a certain stage. It is also the inevitable result of the integration of various cultural elements in the transformation process of colleges and universities [4]. We should advocate a culture of innovation and entrepreneurship, improve the environment for scientific and technological innovation and entrepreneurship, give full play to the guiding efficiency of government financial funds for science and technology, improve the allocation efficiency of market resources, realize the organic combination of scientific and technological innovation chain and financial capital chain, and enhance the scientific and technological innovation ability of small and medium-sized enterprises based on science and technology. College innovation and entrepreneurship culture runs through the values and attitudes in the process of college innovation and entrepreneurship education. The core of innovation and entrepreneurship culture is value identification. The cultivation of innovation and entrepreneurship culture in colleges and universities should be carried out from the two dimensions of teachers and students. Firstly, teachers should be guided to invest in scientific and technological innovation and personnel training, integrate scientific and technological innovation achievements into the curriculum, write papers on the ground, and guide and cultivate students to participate in the process learning of scientific and technological innovation. From the perspective of students, project teaching and second class activities are adopted to cultivate the style of campus study, guide students to invest in innovative and entrepreneurial learning, and cultivate students' consciousness of scientific and technological innovation and scientific spirit.

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