

Research on the Model of Cultivating Innovation and Entrepreneurship Talents in Higher Education Institutions from the Perspective of Philosophy and Social Sciences

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Abstract

Exploring the characteristics, evolutionary processes, and laws of material phenomena from the perspective of philosophy and social sciences is of utmost importance for the cultivation of innovative and entrepreneurial talents in higher education. This paper studies and implements a model for cultivating innovative and entrepreneurial talents in universities from the perspective of philosophy and social sciences, with the expectation of promoting the comprehensive development of students. It aims to forge new paths for innovation and entrepreneurship education in universities, proposing new models and suggestions.

Keywords

Philosophy and social sciences; Innovation and entrepreneurship; Talent cultivation.

1. Introduction

The State Council Office's "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions" clearly states that "deepening the reform of innovation and entrepreneurship education in higher education institutions is a strategic part of the national innovation-driven development strategy." It explores the establishment of a new mechanism for adjusting the structure of discipline and professional orientation and the type of talent cultivation oriented towards entrepreneurial and employment demands, to closely align talent cultivation with the economic and social development and the needs of entrepreneurship and employment. Currently, more and more universities are gradually incorporating innovation and entrepreneurship education into their talent cultivation systems, adopting beneficial practices such as optimizing the curriculum system and offering courses on innovation and entrepreneurship. Universities cultivate talents with an awareness of innovation and entrepreneurship through the implementation of such education, providing resources for the innovation-driven development strategy.

2. The Value and Significance

The current stage of innovation and entrepreneurship education in higher education institutions is experiencing rapid development, a trend driven by multiple factors. Firstly, the strong support of national policies provides a solid foundation for innovation and entrepreneurship education. In recent years, governments have introduced relevant policies encouraging universities to cultivate talents with innovative spirit and entrepreneurial capabilities to meet the new requirements of economic development. Secondly, the changing market demand also poses new challenges to innovation and entrepreneurship education in higher education institutions. With the transformation and upgrading of the economy, the demand for talents with innovative thinking and capabilities is increasing, prompting higher

education institutions to adjust their talent cultivation models to meet the market's demand for high-quality innovation and entrepreneurship talents. Today, the trend of higher education reform is also evolving towards a greater emphasis on innovation and practical abilities. Universities are reforming their curriculum systems, teaching methods, and evaluation mechanisms, strengthening students' innovative awareness and practical experience, aiming to cultivate talents capable of meeting the needs of future social development in innovation and entrepreneurship. These factors together drive the development of innovation and entrepreneurship education in higher education institutions, making it one of the important contents of higher education reform.

Marxism possesses rich theoretical and practical connotations. Higher education institutions should integrate Marxist theory and its education into the innovation and entrepreneurship education for college students, providing them with scientific epistemology and methodology for innovation and entrepreneurship from the perspective of Marxist philosophy's epistemology and practical theory, continuously enhancing the innovation and entrepreneurship capabilities of college students. The critical thinking advocated by Marxist epistemology can bring dialectical thinking to college students' innovation and entrepreneurship practices, guiding them to view issues from multiple perspectives. This not only promotes the innovation of college students' entrepreneurial thinking but also maximizes the avoidance of problems in the early stages and processes of entrepreneurship.

3. The Guiding Significance

Marxist practical view holds that the objective truth of human thinking should be verified in practice and maintained its reality in specific practice. At the same time, Marxist practical view emphasizes that all social life is essentially practical. To enhance college students' own innovation and entrepreneurship capabilities, higher education institutions need to guide students to recognize that practice is the ultimate standard for truly testing individual innovation and entrepreneurship abilities and achievements. They should guide students to establish a scientific practical view, enabling them to have practical thinking at the cognitive level while also integrating their personal innovation and entrepreneurship into social practice and social development needs.

Philosophy and social sciences emphasize the comprehensive development and self-realization of individuals. In innovation and entrepreneurship education, this means not only cultivating students' technical abilities and business knowledge but also paying attention to their critical thinking, ethical and moral concepts, and social responsibility. This can help students form the habit of independent thinking, cultivate their ability to solve complex problems, and enable them to adapt and innovate in constantly changing situations.

The development of the economy and society requires a large number of talents with innovative spirit and entrepreneurial capabilities. The talent cultivation model from the perspective of philosophy and social sciences focuses on cultivating students' social awareness and historical responsibility, enabling them to consider social interests and long-term development in the entrepreneurial process, which helps to cultivate leaders and innovators who can promote social progress and economic growth.

The perspective of philosophy and social sciences provides new ideas and methods for higher education reform. It requires higher education not only to focus on the transmission of knowledge and skills but also on the cultivation of values, the nurturing of humanistic spirit, and the combination of social practice. This educational model encourages higher education institutions to go beyond traditional teaching models, explore more open, interactive, and interdisciplinary teaching methods, and provide students with richer and more diverse learning experiences.

4. The Current Specific Situation

The innovation and entrepreneurship education model in higher education institutions is gradually shifting from the traditional knowledge-transmission-oriented to a student-centered innovative and practical education. This model encourages active learning among students, emphasizing the cultivation of innovative thinking and practical abilities. At the same time, an increasing number of universities are implementing project-driven teaching methods, allowing students to learn and innovate through simulated entrepreneurial projects or collaborations with enterprises. Universities are increasingly focusing on interdisciplinary integration in curriculum design, not only offering traditional business and management courses but also including courses closely related to entrepreneurship such as innovation design, intellectual property, and marketing. In addition, some universities have established entrepreneurship mentor courses, entrepreneurship laboratories, and incubators, providing students with more learning resources and practical opportunities.

Universities are striving to build a diverse faculty team that includes not only academics but also successful entrepreneurs, industry experts, and investors. Such diversity can help students understand the process of innovation and entrepreneurship from different perspectives. The ideal innovation and entrepreneurship education faculty should possess both practical experience and academic background. Teachers not only need profound theoretical knowledge but also should have personal entrepreneurial experience or close collaboration experience with enterprises, so as to integrate theory with practice and provide more vivid and practical teaching content. At the same time, it also encourages teachers to participate in entrepreneurial practice activities to enhance practical experience. Innovation and entrepreneurship education often requires the integration of interdisciplinary knowledge, so universities are working hard to build interdisciplinary teaching teams, with experts from different fields providing comprehensive entrepreneurial education for students.

Nowadays, the government has provided a large amount of policy support for innovation and entrepreneurship education in higher education institutions, including financial support, the establishment of innovation and entrepreneurship education platforms, and the hosting of entrepreneurship competitions. These policies not only provide resources for innovation and entrepreneurship education in higher education institutions but also offer incentives and support for student entrepreneurship. Although innovation and entrepreneurship education in higher education institutions has made some progress, it still faces some challenges, such as the disconnect between curriculum content and market demand, the lack of professionalism and practical experience in the faculty team, and the limitations of practical platforms and resources. Universities need to continuously optimize the innovation and entrepreneurship education model, strengthen the construction of the faculty team, expand cooperation with enterprises, and improve the policy environment to cultivate more high-quality talents with innovative spirit and entrepreneurial capabilities.

5. Constructing a New Model

Building a more flexible, open, and practice-oriented talent cultivation model can better meet the needs of social and individual development. Schools should construct an interdisciplinary curriculum system, integrating knowledge and skills from different disciplines to cultivate students' comprehensive problem-solving abilities. Break down the curriculum content into multiple modules, allowing students to choose different modules based on their interests and career planning, enhancing the flexibility and personalization of learning. Change the teaching methods, enabling students to learn and apply knowledge in the process of solving practical problems, strengthening the practicality and pertinence of learning. For example, the flipped classroom approach allows students to learn theoretical knowledge through videos, reading

materials, etc. outside of class, with the main focus of the class being discussions, practice, and problem-solving, which can increase the interactivity and learning efficiency of the classroom. Introduce a mentor system in the practical aspects, assigning a mentor to each student or team for personalized guidance. At the same time, encourage team-based learning to cultivate students' teamwork and leadership skills. Build a combination of on-campus and off-campus practice platforms, such as entrepreneurship incubators, laboratories, studios, etc., providing students with opportunities for practical operations and entrepreneurship. Higher education institutions should cooperate more with enterprises, allowing students to participate in actual projects of enterprises, learning and growing through internships, practical training, and other forms. Conduct international exchange and cooperation projects, giving students the opportunity to study and intern abroad, broadening their international horizons, and understanding different cultures and markets.

Higher education institutions should construct a diversified evaluation system, including self-evaluation, peer evaluation, mentor evaluation, and enterprise evaluation, to comprehensively assess students' learning outcomes and ability improvement. The evaluation should adopt a combination of process evaluation and outcome evaluation, not only evaluating students' final achievements but also paying attention to their performance, efforts, and progress during the learning process, placing greater emphasis on the cultivation and enhancement of students' innovation capabilities, practical abilities, teamwork abilities, and leadership skills.

6. Implementation Strategies

Higher education institutions should focus on diversifying their faculty by actively introducing professionals with industry experience and entrepreneurs to join the teaching staff, in the form of adjunct professors or visiting scholars, to enrich students' learning experiences. Provide continuous professional development and training opportunities for teaching staff, including teaching methods, curriculum design, and innovation and entrepreneurship guidance, to enhance the comprehensive quality of teachers. Establish effective incentive mechanisms to encourage teachers to participate in innovative teaching and research activities, stimulating their enthusiasm and creativity through rewards, promotions, and other means.

Increase financial investment in innovation and entrepreneurship education to provide ample resources for teaching, research, and practical activities. For instance, integrate internal and external resources, including libraries, laboratories, and entrepreneurship incubators, to establish an open and shared resource platform that is easily accessible to students and teachers. Utilize information technology, such as online learning platforms and virtual laboratories, to expand the coverage and accessibility of educational resources. Higher education institutions should also establish stable cooperative relationships with enterprises, including joint curriculum development, construction of internship and practical training bases, and joint research projects, to provide financial, technical, and market support for students with entrepreneurial intentions, lowering the barriers and risks of entrepreneurship. Additionally, introduce enterprise mentors to participate in the education and training process of students, offering practical guidance and career planning advice.

Establish a regular evaluation mechanism to assess the effects of educational reforms, including indicators such as student satisfaction, employment rates, and entrepreneurship success rates, and adjust and optimize based on the evaluation results. The evaluation process should involve multiple stakeholders, including students, teachers, enterprises, and industry experts, to ensure the comprehensiveness and objectivity of the assessments. Use the evaluation results as a basis for improving and optimizing the educational model, forming a closed-loop feedback mechanism to ensure the continuity and effectiveness of educational reforms.

7. Policies and Recommendations

Encourage collaboration between higher education institutions and enterprises to jointly develop curricula, establish internship bases, conduct joint research, etc, to enhance students' practical and innovative capabilities. Schools should establish a dedicated innovation and entrepreneurship fund to support students' innovative projects and entrepreneurial activities, especially those in the fields of technology, environmental protection, and social services, providing rewards and support for successful individuals and teams. At the same time, strengthen intellectual property protection and encourage technological innovation and the transformation of research outcomes.

Schools should construct an interdisciplinary innovation and entrepreneurship education curriculum system, introducing practice-oriented teaching methods such as project-driven learning and case studies to enhance students' practical and innovative abilities. Strengthen the construction of the teaching staff, introducing teachers with actual entrepreneurial experience and entrepreneurs to participate in teaching, providing innovation and entrepreneurship guidance and consulting services.

Higher education institutions should establish innovation and entrepreneurship incubators, laboratories, studios, and other platforms to provide students with places and resources for entrepreneurial practice, as well as entrepreneurial guidance services. Establish an evaluation mechanism that focuses on abilities and outcomes, encouraging students to participate in innovation and entrepreneurship activities, and considering innovation and entrepreneurship achievements as important references for academic evaluation and degree conferral. Additionally, higher education institutions should build diversified cooperation methods such as school-enterprise partnerships and international exchange collaborations, providing students with broader learning experiences and practical platforms.

8. Summary and Outlook

The model for cultivating innovation and entrepreneurship talents in higher education institutions has made significant contributions from the perspective of philosophy and social sciences. It not only promotes the personalization and holistic development of students but also stimulates creativity and critical thinking, while strengthening their social practice capabilities and sense of responsibility. This educational model, through the integration of interdisciplinary knowledge and practical application, can cultivate innovative talents with the ability to solve complex problems, capable of promoting cultural diversity and inclusiveness. In terms of socio-economic development, these talents become a vital force driving innovation and entrepreneurship, injecting new vitality into the social economy. Moreover, the emphasis on integrity, ethics, and social responsibility in innovation and entrepreneurship education helps students form a sound ethical outlook and professional ethics, guiding them towards the right path of innovation and entrepreneurship. These core values of concern in philosophy and social sciences are crucial for cultivating future leaders with global perspectives and a sense of social responsibility.

Future research directions and the development trends of innovation and entrepreneurship education in higher education institutions will place greater emphasis on cultivating students' cross-disciplinary integration capabilities and global competitiveness, forming a learning model that integrates practice, experience, and reflection, and utilizing advanced technologies such as big data and artificial intelligence to break through personalized educational paths and enhance teaching efficiency. At the same time, there will be a deepening of school-enterprise cooperation, through real business challenges and international projects to exercise students' innovative practice capabilities, as well as strengthening the entrepreneurial spirit and

internalizing a sense of social responsibility. Scientific research will also focus more on the sustainable development of educational models, the construction of innovation ecosystems, and how to cultivate innovation and entrepreneurship talents with local wisdom and international perspectives in the context of globalization.

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