Research of Training Mode for Innovative and Entrepreneurial Talents in Economy Management Specialty under the Background of the Economic Reforming

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Abstract. In this new era, the impetus on the economic development of China has changed from elements to innovation, which is particularly stressful for the talent market of innovative and entrepreneurial talents. The professional talents in economics and management are the main forces in management innovation, institutional innovation, market innovation, etc. However, the cultivation of innovative and entrepreneurial talents in economic management professionals is facing numerous problems. By analyzing some main problems, this article discusses the development of scientific innovation and entrepreneurial talent training programs and curriculum systems, proposes the contents and forms of reforming innovation and entrepreneurship education, plans various types of internship platforms, which is aimed to strengthen the construction of innovative and entrepreneurial talents, improve the professional skills of teachers, in order to rationalize the management mechanism of innovation and entrepreneurial work, promoting the training of innovative and entrepreneurial talents in economic management.

Introduction

After 40 years of rapid development, the economy in China is at an important stage in the transformation and upgrading of economic structure. The driving force for development has changed from factor to innovation. The economic growth mode mainly driven by innovation requires not only technological innovation but also management innovation, institutional innovation, and market innovation. How to cultivate management-oriented professional innovative and entrepreneurial talents who are the main force of innovation is a major subject for education. For the study of such issues, X.Z. Lianalyzed the model for collaborative innovation of innovative and entrepreneurial talents in Jiangnan University, and believed that the establishment of a sound education platform is crucial for the cultivation of innovation and entrepreneurship [1]. Y. Wang found the main problems in the status quo of innovation and entrepreneurship education in Henan colleges and universities [2]. Y.H. Shao believes that we must focus on solving the problems faced by innovation and entrepreneurship education, improve the quality of students' innovation and entrepreneurship, and promote social development under the economical reforming background [3]. This paper analyzes the problems in the cultivation of innovation and entrepreneurial talents under the context of economic transformation and proposes some improvement measures, such as the development of scientific innovation and entrepreneurial talent training programs, reform of the contents and forms of innovation and entrepreneurship education, the establishment of a learning platform, the improvement of professional skills of teachers, and the development of management mechanism for innovation and entrepreneurship.
New Requirements for Talents under the China's Economic Reforming Background

The Necessity of China's Economic Reforming

First, economic transformation and upgrading are the major trends in international economic development. All countries in the world are actively transforming and upgrading the economy. For example, the European Union develops green energy; the United States adopts the strategy of "revitalizing the manufacturing industry" and "reindustrialization" to upgrade the national manufacturing industry. At the same time, quantitative easing monetary policy in developed countries will bring further upward pressure on the currencies of emerging economies. If China, which is in the first tier of emerging economies, fails to adjust its economic development strategy in time, it will further lead to the loss of wealth and national welfare in China. Under such circumstances, China's economic restructuring and upgrading will not be delayed.

Second, China's economic structure needs to be transformed and upgraded as soon as possible because Western developed countries squeeze the Chinese economy. Although Western countries hope that China's stable development will bring benefits to them, they do not want to see a rising socialist power. Therefore, exchange rate manipulation accusations, trade sanctions and other means will be used to curb the development of China. Under the trade rules reshaped by the developed countries, the Chinese economy, which is being squeezed, must be transformed and upgraded in time to seek new ways of development.

Third, the economic transformation and upgrading are due to the gradual disappearance of the demographic dividend. In recent years, China is ushering in a major shift in the age structure of the population and the total population of the working-age population has begun to decline. The data shows that the labor force population in China fell by 3.49 million in 2016, and it is predicted that it will show a downward trend until 2020. As the number of working-age populations declines and the cost of living in cities increases substantially, the cost of labor will continue to rise. The change in the age structure of the population has led to the inability to use growth models that used to rely on low labor costs. Therefore, the economy must undergo transformation and upgrading.

New requirements for talents from innovative development

At present, China’s economic restructuring, both in the South and in the North, places importance on technology and environment. China's economic transformation is the use of modern science and technology to transform traditional industries, develop high-tech industries, and improve the high-tech content of economic development. Therefore, China's economic transformation and upgrading needs innovation and entrepreneurship to achieve will naturally put new demands on talents. Therefore, China needs innovation to help transform the economic model. At the same time, innovation and entrepreneurship will put new demands on talents. On the one hand, innovation requires that talents have systematic innovation and entrepreneurship knowledge and practical ability so that they can quickly work in the society and improve the operating efficiency of the entire economy. On the other hand, talents for innovation and entrepreneurship must not only possess a knowledge reserve, but also be passionate about their careers in order to achieve greater impetus to social progress.

Problems on the Cultivation for Innovation and Entrepreneurship Talents in Economy and Management Specialty under the Background of Economic Transition

Lack of protection by regime for talents in economy and management specialty

According to a survey conducted by authoritative education data consulting company Michaels, the proportion of China’s 2015 college graduates who choose to start their own businesses is only 2%, and this proportion is 25% in the United States. Compared with professional engineering majors, the economics and management majors are less concerned about the cultivation of innovation and
entrepreneurial talents. There are more theoretical and conceptual courses in the professional curriculum system planning, and fewer practical courses focus on cultivating innovative and entrepreneurial abilities. Schools rely mainly on organizing students to participate in the "Challenge Cup" competition and the "Internet +" college student innovation and entrepreneurship competition to cultivate and develop students' innovative ability. For the cultivation of students' entrepreneurial ability, although almost all professional classes in economics and management have set up employment guidance courses, in the process of innovation and entrepreneurship teaching, colleges and universities have not yet realized the importance of teaching models and cannot innovate teaching methods. Most of the innovation and entrepreneurship teaching is to explain professional knowledge to college students but it is difficult to guide the students to clear the purpose of innovation and entrepreneurship. At the same time, some colleges and universities in the innovation and entrepreneurship teaching, there is still a phenomenon of incomplete training of talents.

Insufficient skills and knowledge on specialty (for students)

In the process of learning innovative entrepreneurial knowledge, college students still lack sufficient interest in learning. They cannot learn relevant knowledge according to the specific requirements of teachers, and it is difficult to improve their own learning efficiency, nor can they enhance their entrepreneurial ability. At the same time, college students do not have a clear understanding of their own goals in life, do not understand what kind of career they like, and even have no purpose to learn. In the process of innovation and entrepreneurial knowledge learning, there is a lack of interest in learning. In actual teaching, college teachers do not pay attention to the mastery of students' professional knowledge and advanced skills. They cannot improve the academic and practical level of students, and even problems that cannot be solved. Taking the accounting and financial management major as an example, almost all undergraduate colleges offer professionally required courses such as intermediate financial accounting, cost accounting, financial management, and economic law, but few colleges and universities set up tax accounting and reporting in elective courses, ERP sandbox training, Excel in the application of financial accounting, commodity circulation business accounting and other practical skills training courses.

Old method of management on education for innovative and entrepreneur

Some domestic universities have not developed an advanced management system for innovation and entrepreneurship education. They cannot cooperate with the supervisory departments. Most innovation and entrepreneurship education courses are organized by the student management department or the education department. They cannot build independent educational institutions and the modern education mode cannot be applied in related work scientifically. It is difficult to improve the quality of innovation and entrepreneurship education. At the same time, some teachers have yet to realize the importance of innovation and entrepreneurship teaching in practical teaching, which cannot improve the quality of university education management. Moreover, due to the constraints of objective conditions such as college personnel funding and venues, professional teachers of economic management can have less opportunities for deeper enterprise practice, and the practical platforms that can be used in schools are fewer, which greatly affects the improvement of the level of innovation and entrepreneurship education teachers.

Methods for Improving the Cultivation Quality on Innovation and Entrepreneurship Talents in Economy and Management Specialty

In the context of changing the mode of economic development, universities must formulate a perfect innovation and entrepreneurship education system for economic management majors, innovate education methods, cultivate students' innovation and entrepreneurship, and meet the requirements of modern quality education. Specific measures are as following:
Formulating a scientific innovation and entrepreneurship training program

It is crucial for the innovation and entrepreneurship teachers in colleges and universities to clearly understand tasks and objectives of teaching, develop targeted teaching programs, and improve the quality of their work. When carrying out innovation and entrepreneurship teaching activities, colleges and universities must set teaching goals to change personnel training under the background of economic development mode, clarify the orientation system for talent cultivation, and build a perfect curriculum system to select teaching content scientifically. Perfecting the innovation and entrepreneurship education system is the key to the in-depth development of innovation and entrepreneurship. Practice-oriented innovation and entrepreneurial talent training programs for economic and management professionals can include innovation capability modules and entrepreneurship capability modules, in which the innovation capability module consists of basic curriculum platform, professional or professional orientation courses, Practices (internships, curriculum design, graduation design, extracurricular science and technology activities), etc. The entrepreneurial ability module includes entrepreneurial qualities, entrepreneurial knowledge, and entrepreneurial skills. It mainly develops basic methods for basic theoretical and analytical problems in management and economic disciplines, masters different specialized skills in different professions, and has advanced application-oriented talents with pioneering and innovative spirits. Full consideration will be given to the employment needs of students majoring in economics and management. In addition to retaining and reforming employment guidance courses in the curriculum system, innovative entrepreneurship courses will be added in the form of professional elective courses. Combining the characteristics of students majoring in economics and management, we changed the original indoctrination teaching model in the ordinary course teaching, and adopted case teaching, guided teaching, and situational teaching, mobilized the enthusiasm of students to participate in classroom teaching and discussion, and guided students’ independence or cooperate to complete after-school homework such as “Entrepreneurship Plan” and “Risk Investment Plan” to improve students' hands-on and teamwork skills.

Reforming the practice mode of innovation and entrepreneurship teaching

In the process of innovation and entrepreneurship education, teachers need to build a sound practical teaching model to meet the educational requirements in the context of modernizing economic development. First of all, teachers need to guide students from shallow to deep learning and practical knowledge. In the early stage of teaching, students should learn some simple knowledge and gradually transition to higher knowledge, in order to infiltrate the students' concept of economic development, so that they can actively learn various types of knowledge from social practice and scientific research, entrepreneurial practice and other activities. Secondly, teachers need to establish innovative entrepreneurial teams for college students carry out various competition activities, guide students to learn more actively professional knowledge, and improve students’ learning quality and learning efficiency. At the same time, we must also guide students to link their own participation in the training program with the teaching content so that they can develop the correct learning habits in actual learning and improve their work quality, and adhere to organize students to participate in "Challenge Cup" competition, "Internet +" college students innovation and entrepreneurship contest, entrepreneurial comprehensive simulation contest, marketing contest, accounting information technology skills competition, sand table simulation business competition which are appealing and significant throughout the nation. Prior to participating in national competitions, firstly organize trials on campus or in the hospital to increase the number of participating students. Through the competition, students can not only better promote the study of professional knowledge, but also enhance their teamwork spirit and management ability, understanding the importance of cooperation in fierce competition.
Improving the innovation and entrepreneurship education security system

Colleges and universities need to formulate a complete education security system for innovation and entrepreneurship education, such as policy protection system, security system, and teacher protection system, so as to improve the quality of innovation and entrepreneurship education. First of all, colleges and universities need to cooperate with the government and strive for a number of policy guarantee systems. Under the guidance of the government, the reliability of innovation and entrepreneurship activities should be enhanced and the effectiveness of their work should be enhanced. At the same time, the economics and management majors should vigorously cultivate "dual-qualified" teachers, encourage teachers to participate in vocational skills training, and obtain relevant industry qualification certificates and professional skill level certificates through examinations. Relevant policies and documents were issued to support teachers’ use of winter and summer vacations to go to enterprises for training, participate in corporate innovation and entrepreneurship practices, regularly organize teachers to participate in industry skills training and exchanges, familiarize themselves with the latest developments in the industry and academic frontiers, and increase funding for innovation and entrepreneurship projects, which encourages teachers to apply for higher-level innovation and entrepreneurship projects, and rewards teachers who have achieved better results in innovation and entrepreneurship. Developing a tutor system outside the school, build a team of part-time innovation and entrepreneurial mentors who radiate different disciplines, and hire personnel with mature skills in the industry such as CEO, CFO, professional manager, human resources director as part-time teachers, one-on-one or One-to-many coaching professional teachers can improve the level of innovation and entrepreneurial skills of teachers.

Conclusion

Under the context of economic transition in modern China, the cultivation on Innovation and entrepreneurship has become a significant perspective in higher education. However some problems between Innovation entrepreneurship education and economic development appeared with the changing of times such as less concentration on Innovation and entrepreneurship education and low ability of Innovation and entrepreneurship for students. Innovation and entrepreneurship education is an educational concept that adapts to economic development, national development strategy, and reform of higher education itself. Colleges and universities must focus on economic management, form teaching adjustments based on the current economic development direction, actively carry out innovation and entrepreneurship training, build a well-developed personnel training system, and reform innovative entrepreneurship teaching practice models, so as to meet the needs of the times.

References


