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The Ability of Innovation and Entrepreneurship Teachers in GuangXi Universities

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Abstract: Innovation and entrepreneurship education (hereinafter referred to as innovation and entrepreneurship education) is an advanced and suitable educational concept and teaching model for social development. It is a positive response to the call of the Ministry of Education of China to build an innovative country, an innovation in the teaching methods of higher education, a green channel for cultivating innovative talents, and a practice of using entrepreneurship to drive employment and improve the employment rate of college students (fanfang 2019). As carriers of innovation and entrepreneurship education, universities should determine clear educational connotations in the process of promoting innovation and entrepreneurship education: based on cultivating the innovative spirit, entrepreneurial consciousness, and entrepreneurial ability of college students; Establishing specific educational goals: focusing on cultivating innovative and innovative talents; Deeply confirm and respond to the national development strategy based on the field of education management. The performance evaluation of innovation and entrepreneurship education in universities, as an important behavior to standardize and improve the development level of innovation and entrepreneurship education in universities, can provide a scientific and reasonable direction for optimizing innovation and entrepreneurship education in universities.

Keywords: Guidelines for evaluating the abilities and abilities of innovation and entrepreneurship teachers

1. Introduction

After nearly thirty years of development, innovation and entrepreneurship education in universities has achieved significant results in terms of scale and achievement. However, under the requirements of continuous social and economic development in the new era, some shortcomings of innovation and entrepreneurship education in universities are gradually exposed to the public eye. There are still certain limitations in the top-level system design, education curriculum design, investment in teacher team construction, innovation practice, and achievement evaluation. (tong xiao ling 2020) From this, it can be seen that researchers aim to improve the compatibility between innovation and entrepreneurship education in universities and the development requirements of the knowledge economy era, so that innovation and entrepreneurship education can be based on China's localization foundation. Exploring the evaluation and improvement of the abilities of guiding teachers in innovation and entrepreneurship education in universities has profound significance.

2. Problems and Analysis of the Ability of Innovation and Entrepreneurship Education Guidance Teachers

2.1 Insufficient number of teachers, making it difficult to meet teaching needs

With the expansion of enrollment in universities in recent years, the growth rate of innovation and entrepreneurship education teachers has always been difficult to catch up with the speed of universities accepting students, and some teachers have been transferred due to promotion, transfer, second child, and other reasons, adding insult to injury to the already insufficient personnel of the innovation and entrepreneurship education system. In addition, due to the low salary and benefits of the position, heavy workload of teachers, and the fact that recruitment mainly targets on campus teachers, many teachers are hesitant about innovation and entrepreneurship education positions.

2.2 The teaching staff is becoming younger, with a majority of novice teachers

Regardless of the characteristics of academic professions, the metabolism of the echelon, or the comparison with the structure of university teaching teams in developed countries, a good university teaching team should have the largest proportion of middle-aged teachers, while the proportion of young and elderly teachers is relatively small and the two are basically in a symmetrical state, forming a standard or similar normal distribution structure. Innovation and entrepreneurship teachers, as a part of the university teaching group, are no exception. From the

survey results of this study, it can be seen that the teaching staff of innovation and entrepreneurship education is mainly composed of young teachers aged 40 and below, and most teachers have been on duty for less than five years, with novice teachers as the main teaching staff.

2.3 Low sense of professional identity and lack of subjective initiative

Teachers hold a pessimistic attitude towards the development of innovation and entrepreneurship education, believing that innovation and entrepreneurship education is just superficial and only regarded as theoretical knowledge output oriented education, neglecting the cultivation of students' practical abilities. Teachers do not believe that their guidance can greatly promote the occurrence of successful entrepreneurial behavior in students, and lack the intrinsic motivation to enhance the ability of innovation and entrepreneurship teachers (Zhang Zi Yuan 2016).

2.4 Lack of theoretical knowledge and practical experience in entrepreneurship

Teachers lack practical experience in entrepreneurship, which to some extent affects the development of education and teaching work. A small number of teachers indicate that when guiding students in courses, they mainly refer to textbooks and courseware, and their theoretical viewpoints and logical thinking are not prominent and rigorous. It is difficult to strengthen the key points during the teaching process, which affects the teaching effect; In the guidance of innovation projects and entrepreneurship competitions, some procedural knowledge requires the use of the internet, which results in poor guidance effectiveness.

2.5 The recruitment scope for teachers is small, and the entry criteria are blurred

The recruitment of entrepreneurship and entrepreneurship teachers is mainly aimed at on campus teachers. Some school leaders may transfer teachers from counselor positions to become full-time personnel in innovation and entrepreneurship guidance centers or hire part-time teachers from various colleges to serve as innovation and entrepreneurship teaching teachers as needed. Some of these teachers are interested in the field of innovation and entrepreneurship education, while others indicate that they are awarding and evaluating excellence; Off campus mentors are hired part-time based on the course and activity arrangements of school enterprise cooperation. Teacher B said in an interview, "Previously, I was mainly responsible for education management and the management of entrepreneurship and entrepreneurship projects. Later, due to job adjustments, the Innovation and Entrepreneurship Center needed full-time teachers, and with my experience in this area, I was assigned to my current position by the school to be responsible for teacher training, curriculum construction, innovation credits, and entrepreneurship projects. Entrepreneurship and entrepreneurship teachers are mainly transferred or hired part-time among teachers on campus, and external recruitment methods are currently not commonly used."

3. The Path to Enhancing the Ability of Innovation and Entrepreneurship Education Guidance Teachers

3.1 Based on professional identity, improve self-learning ability

Teacher professional identity is a continuous, comprehensive, and lifelong process in practice, which requires a close integration of personal career planning and school development, with teacher independent development as the center, in order to realize the life value of teachers. Teacher professional identity, as an internal driving force for teacher development, always motivates teachers to surpass themselves and better promote the output of teacher education and teaching behavior.

Self examination is the primary measure for teachers to clarify their professional concepts and improve their ability for self-directed learning. When some teachers first enter the field of innovation and entrepreneurship education, they recognize the importance of innovation and entrepreneurship education and hold a sense of identity and mission towards the teaching profession, while some teachers gradually form their professional identity through long-term work, life, and communication. This requires teachers to conduct reasonable self-examination, clarify their professional concepts, fully understand the necessity, urgency, and importance of innovation and entrepreneurship education in universities, establish a sense of honor, responsibility, and participation in innovation and entrepreneurship education, bravely shoulder the heavy responsibility of innovation and entrepreneurship education, affirm their important role in cultivating students to be "daring to explore and create" and successfully implementing entrepreneurial behavior, and internalize their professional identity as teachers.

3.2 Optimize the structure of teaching staff and strengthen the construction of teaching staff in universities

A reasonable structure of the teaching staff in universities is directly related to the quality and level of the team. Innovation and entrepreneurship education targets individuals with initiative, and the different needs of these individuals require universities to follow the principles of combining on campus training with off campus introduction, combining young and novice teachers with old and expert teachers, full-time and part-time teachers, and multidisciplinary teachers in optimizing the teaching staff structure, so as to promote the coordinated development

of teacher structure and teacher competence, and build a systematic team of innovation and entrepreneurship teachers.

To optimize the structure of teaching staff and strengthen the construction of teaching staff, universities should first combine on campus training with off campus recruitment, and increase the number of innovative and entrepreneurial teachers(zhang cai xia 2018). A sufficient number of teachers is a prerequisite for optimizing and improving the teaching staff in universities. Without quantity, quality is irrelevant, and without sufficient talent resources, achieving goals is impossible. Universities can internally hire teachers with certain experience in innovation and entrepreneurship education to become full-time staff, and attract experienced and competent enterprise managers to the outside world. At the same time, universities and innovation and entrepreneurship education management departments should set up positions according to class hours, while ensuring the teaching hours of theoretical courses and practical activities, according to a reasonable teacher-student ratio, and provide teachers with sufficient time and energy for self knowledge supplementation. Coordinate and arrange the teaching and practical activities of the innovation and entrepreneurship small classroom, assign teachers with stable career development to be responsible for the teaching courses and practical guidance of the small classroom, and avoid discomfort caused to colleagues and students due to frequent changes in guiding teachers.

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