



**Scientia Research Library**

ISSN 2348-0416

USA CODEN: JASRHB

**Journal of Applied Science And Research, 2020, 8 (1):11-17**

<http://www.scientiaresearchlibrary.com/archive.php>

**Construction of Entrepreneurship Education of After-class in the Applied Innovative Training Model of University: Take Yancheng Teachers University for Example**

**ZHANG Tingting, LI Xiang\***

*School of Marine and Biological Engineering, Yancheng Teachers University, Yancheng 224051, China*

*\* Correspondence: Dr. LI Xiang*

*School of Marine and Biological Engineering, Yancheng Teachers University, Yancheng 224051,*

---

**ABSTRACT**

*The realistic needs of current national construction and social development require higher education to train applied innovative talents with innovative spirit and practical ability. As a useful supplement and an important continuation of the first classroom, entrepreneurship education in the second classroom should start from the overall work of school personnel training, from the needs of students growth and development, from the integration of activities, and from the training objectives, build an integrated entrepreneurship education platform including entrepreneurship classroom platform, entrepreneurship practice platform, entrepreneurship competition platform and student entrepreneurship organization platform. In entrepreneurship education, colleges and universities should fundamentally break through the disadvantage of the second classroom development of "activities for activities, competitions for competitions", so as to make the first and second classes closely cooperate and jointly promote the training of applied innovative talents.*

**Keywords :** talents with application and innovation ability; entrepreneurship education; after-class; second classroom

---

**INTRODUCTION**

Institutions of higher learning, as an important part of national education, are proposed in the Action Plan: "We should aim at the goal of the national innovation system and train high-quality creative talents. It is also an important source for national knowledge innovation to cultivate a group of high-level innovative talents and vigorously improve them." Cultivating the innovative and practical ability of contemporary college students is the knowledge innovation ability of colleges and universities. The Eighteenth National Congress of the Communist Party of China has put forward the strategy of innovation driving the progress of modern science and technology. All countries in the world attach great importance to the innovation and development of talents. Quality generally includes knowledge, ability, attitude and personality reform, focusing on improving the quality of education, cultivating students' sense of social responsibility, creativity and other factors. We can also deconstruct innovative quality into innovative spirit and practical ability. And entrepreneurship

education is an important platform for colleges and universities to cultivate students' innovative spirit and practical ability in four aspects: knowledge, innovative personality, innovative ability and innovative knowledge structure. In April 2012. Innovative consciousness and innovative personality can be collectively called innovative spirit.

## MATERIALS AND METHOD

### 1. Analyzing the Quality Structure of Applied Innovative Talents and Orientating the Talents Training Target of the Second Course of Entrepreneurship Education

#### 1.1 Analysis of the Quality Structure of Applied Innovative Talents

##### 1.1.1 The connotation and structure of innovation quality.

The innovative spirit which covers the innovative consciousness and personality is mainly embodied in the attitude and motivation of being willing to try and explore, the willingness to think independently and the persistent pursuit of true knowledge, the sense of positive progress, indomitable responsibility, sense of mission and willpower, etc. The spirit of innovation is the fundamental motive force to realize innovation. On the basis of learning and inheriting the knowledge and experience of predecessors, innovative ability is the ability to put forward new concepts, new ideas, new technologies, new methods and new designs, to create inventions or solve practical problems, including innovative cognitive ability, innovative thinking ability, creative imagination ability, innovative practical ability and lifelong learning ability. In terms of breadth, innovative knowledge structure includes divergent knowledge of humanities, history, philosophy, science and technology, mathematics and so on. In terms of depth, it includes the study of the basic principles, theoretical frontiers and disciplinary methodology of the professional knowledge<sup>[1]</sup>.

##### 1.1.2. The quality requirements of Applied Innovative Talents in Colleges and universities.

In the innovative education system of colleges and universities, applied talents correspond to academic talents. The former emphasizes the use of objective laws to solve practical problems, while the latter emphasizes the discovery and research of objective laws. The two types of personnel training modes are equally important and complementary. The core requirement of innovative quality of applied talents lies in the ability to use scientific theory and methodology to comprehensively analyze and solve practical problems, and to creatively analyze new situations, discover new problems and solve new problems through continuous learning and application of new knowledge and new technologies<sup>[2]</sup>.

#### 1.2 Orientation of the Training Target of Entrepreneurship Education in the Second Classroom

According to the quality requirement of Applied Innovative Talents in Colleges and universities, combined with the orientation of entrepreneurship education in the second classroom in the overall work of talent cultivation in Colleges and universities, we can design the horizontal goal of entrepreneurship education in the second classroom according to the quality structure and the vertical goal of gradation. Horizontally speaking, the second classroom entrepreneurship education platform in the training mode of Applied Innovative Talents in Colleges and universities should give prominence to expanding students' innovative consciousness, innovative ability and innovative personality, cultivate entrepreneurship basic ability and perfect knowledge structure, and possess strong practical application ability, professional development ability, personality development ability, business ethics and diversification creation. For the student group, the horizontal training goal should not only cover the individual's ability and quality requirements, but also pay attention to the development of students' differentiated ability.

Vertically speaking, the development of human thinking and ability is a spiral upward process from simple to complex, from low to high. In view of the different stages of College Students' growth and development, entrepreneurship education in the second classroom should focus on the level design of training objectives. For junior students, entrepreneurship education in the second classroom should focus on cultivating entrepreneurship interest, creative thinking and innovative consciousness. For the second and third grade students, the second classroom entrepreneurship education should comprehensively enhance their innovative practical ability, expand their vision of entrepreneurship, improve their knowledge structure of entrepreneurship, and cultivate their ability to analyze and solve practical problems and the organizational and managerial ability of entrepreneurship. For the fourth grade students, the second classroom entrepreneurship education should aim at improving students' lifelong innovation ability and self-development ability of entrepreneurship, and help students find the breakthrough point of sustainable development of entrepreneurship.

## 2. Finding the Right Joint Point to Realize the Coordination Development of Entrepreneurship Education between the Second Classroom and the First Classroom

In the traditional education of colleges and universities, the entrepreneurship education in the first classroom is based on the closed curriculum teaching. The entrepreneurship education in the second classroom includes entrepreneurship class, entrepreneurship practice, entrepreneurship competition and student entrepreneurship organization and other educational platforms. As a useful supplement to the first classroom, the second classroom must find the conjunction point between the two so as to realize the comprehensive and coordinated development of entrepreneurship education<sup>[4]</sup>.

### 2.1 Starting from the overall work of entrepreneurship education in Colleges and universities, making the second classroom a useful supplement to the first classroom

As an important platform for the cultivation of applied innovative talents, entrepreneurship education in the second classroom must be in line with the overall work of entrepreneurship education in Colleges and universities. It should be closely linked with entrepreneurship teaching in the first classroom in terms of training objectives, training time and training content, and become a useful supplement to entrepreneurship teaching in the first classroom. According to the overall goal of entrepreneurship education, colleges and universities should further expand and integrate the practical activities of entrepreneurship innovation in and out of class, and build a scientific, standardized and systematic platform for entrepreneurship education in the second classroom.

### 2.2 Design entrepreneurship education activities in the second classroom close to students' needs

Whether the entrepreneurship education activities in the second classroom can break through the formalism and attract students to participate in it subjectively and actively to achieve the goal of talent cultivation depends on whether the design of the content and form of entrepreneurship education activities starts from the students' main characteristics and whether the students' growth and development needs are the fundamental starting point. College students are in the stage of rapid development of self-awareness, with outstanding characteristics of personalization, diversification and pragmatism. From the perspective of students' needs, we should fully respect students' subjective consciousness and individual differences, implement teaching in accordance with their aptitude, design second classroom entrepreneurship education activities which are welcomed by students, useful to students and close to students' growth reality, so as to enhance students' innovative consciousness, entrepreneurial practical ability and innovative personality, and comprehensively expand the comprehensive needs of students to grow into applied innovative

talents.

### 2.3 Starting from the integration of activities, building an integrated second classroom entrepreneurship education platform

At present, entrepreneurship education in the second classroom of colleges and universities exists to some extent the phenomenon of "activities for activities, competitions for competitions". There are many and complex entrepreneurship education activities, and the problem of homogeneity is more prominent. Compared with other extracurricular activities, especially colorful campus cultural activities, entrepreneurship education activities in the extracurricular are relatively less attractive to students. Therefore, colleges and universities must start from the integration of activity content and activity form, focus on cultivating students' innovative spirit and entrepreneurial practice ability, build an integrated second classroom entrepreneurship education platform, and strive to achieve a comprehensive docking between the second classroom entrepreneurship education platform, the second classroom and the first classroom in education resources, education content, education form, assessment and other aspects.

### 2.4 Promoting the curricula construction of entrepreneurship education in the second classroom from the perspective of training objectives

The fundamental purpose of entrepreneurship education in the second classroom is to develop the comprehensive training of applied innovative talents with the help of entrepreneurship teaching in the first classroom. Under the overall goal of entrepreneurship education in Colleges and universities, the construction of entrepreneurship education platform in the second classroom should start from the psychological advantages and personality characteristics of students of different levels and personalities in terms of interests, abilities, hobbies and other aspects, and put forward different levels of objectives and requirements according to the overall quality structure of Applied Innovative talents. The validity of this platform depends on the promotion of curriculum, that is to say, the modularized curriculum and assessment credits for entrepreneurship education activities in the second classroom are formed in accordance with the evaluation and assessment methods of entrepreneurship teaching in the first classroom. The curriculum construction and credit system reform of entrepreneurship education in the second classroom need breakthrough policy support from universities.

### 3. Focusing on the cultivation of innovative spirit and entrepreneurial practice ability, systematically constructing the second classroom entrepreneurship education platform

Yancheng Teachers University has issued the "Measures for the Implementation and Management of the Innovation and Entrepreneurship Training Plan for College Students of Yancheng Teachers University", and established the Management Committee of the Innovation and Entrepreneurship Training Plan for College Students, with the school leader in charge of teaching and student work as the director of the committee. The members of the committee are composed of the educational administration, scientific research, personnel, student affairs, League committee, teaching technology service center, finance department, University Science Park and the teaching director of the college. At the same time, each college has also set up a Steering Committee of the Innovation and Entrepreneurship Training Program for College Students, which is responsible for the selection, recommendation and daily management of the innovation and entrepreneurship training program for college students in accordance with the relevant rules and regulations of the school, and for the information collection and self-evaluation of the innovation and entrepreneurship training program for college students.

The management system of College Students' innovation and entrepreneurship training plan, which integrates the resources of the first classroom teaching management department and the second classroom student management department, can open up a broader platform for entrepreneurship classroom. The platform of entrepreneurship class in the second classroom is different from the teaching of entrepreneurship theory in the first classroom. Its form is more vivid and its content is more diverse. It can be presented in the form of entrepreneurship lectures, forums, salons, seminars, observations, surveys and other forms. Yancheng Teachers University has set up the China Center for Entrepreneurship and Enterprise Development and other organizations. In the school innovation practice base established in 2014, it mainly supports business leaders training camp, finance and taxation academic and entrepreneurship elite training camp, simulated advertising company, art design workshop and other bases. These institutions have become a powerful support for expanding the platform of entrepreneurship class in the second classroom, playing a demonstration and radiation role in the training of innovative entrepreneurs in schools, and creating a good environment and atmosphere for the cultivation of students' independent innovation ability and innovative consciousness.

The effective supplement of the second classroom to entrepreneurship education in Colleges and universities is more embodied in providing students with a diversified platform for entrepreneurship practice. Yancheng Teachers University guides students to carry out comprehensive, problematic, innovative and practical investigation and research, departmental innovation and entrepreneurial practice activities independently by promoting students' innovation and entrepreneurship training programs including innovation training projects, entrepreneurship training projects and entrepreneurship practice projects, and finally forms departmental works, research reports and innovations with scientific, technological, policy and cultural contents. Among them, the innovative training project is that students, under the guidance of teachers, independently put forward research topics, independently complete the design of research methods, preparation of research conditions, project implementation, data processing and analysis, report writing, exchange of results and so on. The entrepreneurship training project is to design products or services with scientific innovation, cultural creativity and market prospects by means of social investigation and market analysis under the guidance of teachers, to formulate a complete, concrete, in-depth and feasible business plan, and on this basis to simulate the operation of enterprises to carry out a certain degree of verification experiments, and to write entrepreneurship plan reports. In the innovation training project and entrepreneurship training project, the school subsidizes ¥10,000 per item of national project, ¥5,000 per item of Jiangsu project and ¥2,000 per item of school project respectively. The entrepreneurship practice project is an entrepreneurship entity that students' entrepreneurship team independently operates under the guidance of school and enterprise tutors, based on products or services with scientific and technological and cultural content. It is under the vigorous investment and construction of these second classroom entrepreneurship practice platforms that the campus of Yancheng Teachers University has formed a strong atmosphere of innovation and entrepreneurship, cultivating and incubating one after another diversified student innovation and entrepreneurship team.

Competition is often an important form of activity for the second classroom to test the results of the first classroom education and promote the transformation of the first classroom education. In a sense, entrepreneurship education in China's colleges and universities also began with the "Challenge Cup" entrepreneurship plan competition for Chinese college students sponsored by the Communist Youth League Central Committee, the Chinese Association of Science and Technology and the National Federation of Scholars. Since the first "Challenge Cup" competition of

entrepreneurship plan for Chinese college students was held in 1999, with the promotion of entrepreneurship plan competition throughout the country, entrepreneurship plan competition counseling, entrepreneurship curriculum and Entrepreneurship Talent training have increasingly appeared in university teaching activities, and the Ministry of Education officially launched the pilot work of entrepreneurship education in April 2002. The "Challenge Cup" series of entrepreneurship competitions has become a large-scale competition system covering national competitions, provincial and municipal competitions and school-level competitions. Yancheng Teachers University selected and promoted excellent entries for provincial and municipal competitions and national competitions through the annual "Challenge Cup" entrepreneurship program competition held by Yancheng Teachers University throughout the year. Every year from April to June, the school's "Challenge Cup" Entrepreneurship Program Contest is conducted in accordance with the procedures of creative screening, preliminary contest, resumption contest and final contest. After the competition, the school will equip excellent award-winning works with instructors, financial support, practical resources, and continue to grind and incubate works. Through long-term project cultivation, more mature works will be selected to participate in Jiangsu Province and the national "Challenge Cup" competition in the coming year.

Many entrepreneurship student organizations, such as pioneer class of Yancheng Teachers University, entrepreneurship coffee shop, KAB entrepreneurship club, are spontaneously established and self-managed by students with common interests in entrepreneurship. They are also high-quality platforms for guiding students to carry out self-education, self-management and self-service in the field of entrepreneurship education. In these student organizations, members break the boundaries of majors and grades, learn from each other and develop together. Taking the pioneering coffee shop of Yancheng Teachers University as an example, the school provides a free operating place for the coffee shop. In addition, from the design and decoration of the coffee shop, management to customer service, students operate independently and are responsible for their own profits and losses. In this process, students not only get entrepreneurship practice training, but also get comprehensive training in organizational management ability, communication and coordination ability, team cooperation ability, innovation and practice ability.

### **Conflicts of interest**

The authors declare that there is no conflict of interest.

### **REFERENCE**

- [1] Lv Ning. The Role of Ideological and Political Education in Cultivating College Students' Innovation and Entrepreneurship Ability Based on Singular Value Decomposition [J]. *Chimica Oggi-Chemistry Today*, **2018**, 36(6):93-96
- [2] Zhao Shuli, Zhang Hua, Wang Junlin. Cognition and system construction of civil engineering innovation and entrepreneurship system in emerging engineering education [J]. *Cognitive Systems Research*, **2018**, 52: 1020-1028
- [3] Ndou Valentina, Secundo Giustina, Schiuma Giovanni. Insights for Shaping Entrepreneurship Education: Evidence from the European Entrepreneurship Centers [J]. *Sustainability*, **2018**, 10(11):E3893
- [4] KyvikOyvin. The global mindset: a must for international innovation and entrepreneurship [J]. *International Entrepreneurship And Management Journal*, **2018**, 14(2):209-327

