

The Difficulties and Countermeasures of "5 + 3" Innovation and Entrepreneurship Practice Teaching System

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Abstract. Innovation and entrepreneurship education has become an important part of higher vocational education. Guangdong Lingnan Institute of Technology has conducted in-depth research on effective ways to improve students' innovation and entrepreneurship capabilities, and innovatively proposed the unique "5 + 3" innovation and entrepreneurship practice teaching system to train more innovative and entrepreneurial talents who meet the needs of social development. Firstly, this article introduces the connotation of the "5 + 3" innovation and entrepreneurship practice teaching system, then analyzes the problems and difficulties faced in the implementation process. Finally, it proposes the corresponding solutions, hoping to provide value reference on research and innovation education for higher vocational students in China.

Keywords: 5+3, innovation and entrepreneurship, teaching system, countermeasures

1 Introduction

In order to deepen the "student-centered" vocational innovation and entrepreneurship training model, and further improve the innovation and entrepreneurship education of vocational college students, Guangdong Lingnan Institute of Technology has built a college student Entrepreneurship Incubation Park, Integration of Enterprises with Education Training Room, School-Enterprise Collaborative Innovation Center, and E-commerce Agricultural Development Base. And innovatively proposed the "5 + 3" innovation and entrepreneurship practice teaching system, which was promoted and implemented throughout Lingnan and achieved good results, but also faced difficulties in the implementation process.

2 The Connotation of "5 + 3" Innovation and Entrepreneurship Practice Teaching System

2.1 The Connotation of "5 + 3"

"5" contains two aspects: on one hand a team is made up by 5 students, on the other hand is representing five kinds of enterprise role experience (marketing, research and development, production, personnel, manager or management). "3" contains three aspects: firstly, a team with three mentors, one professional teacher, one counselor and one corporate mentor; secondly, the team has to go through three practical stages: namely the experience stage and practice stage and the actual combat stage; thirdly, the team can carry out three types of real entrepreneurial projects: namely public welfare projects, e-commerce projects and professional projects.

2.2 "5+3" Implementation

Promote with a timeline. After recruitment, each new student will study general education on innovation and entrepreneurship during the first and second semesters, recognizing the connotation and importance of "5 + 3", and freely build teams (about 5 people). According to students' requirements, the college will allocate 3 mentors into each group to conducting in-depth investigations with a purpose and a plan, initially experience innovative entrepreneurial activities, and finally select an entrepreneurial project for each group and write a business plan for the project; during the second, third and fourth semesters,

carrying out the real project's practical activities with the school platform and various resources. Through division and cooperation, overall promotion, regular organization of road shows for continuous improvement, and actively participate in the school's "Golden Ideas" competition and entrepreneurial competitions inside and outside school. In the fifth and sixth semesters, enter the actual project entrepreneurship combat stage, striving for various resources for incubation and promotion of results, and vigorously promote the combination of specialty and innovation, iterative evolution, regularly conduct project summaries, evaluate entrepreneurial achievements and direction.

2.3 "5 + 3" Security System

The school has specially established the Innovation and Entrepreneurship Office, which has successively issued the "Guiding Opinions on the Implementation of Innovation and Entrepreneurship Practice Education", "Innovation and Entrepreneurship" 5 + 3 "Education Work Plan Implementation Plan" and "Interim Measures for the Workload and Credit Assessment of Innovation and Entrepreneurship Practice Projects" documents. Organize excellent experts to discuss Lingnan's innovation and entrepreneurship education curriculum construction plan, establishing a suitable curriculum system for higher vocational students, compiled a curriculum specification for the corresponding innovation and entrepreneurship courses; coordinated planning and construction of college students' entrepreneurship incubation park, industry and education Integrate training platforms, school-enterprise collaborative innovation centers, and e-commerce agricultural development bases and other supporting platforms; regularly organize the "Gold Idea Contest" and "Innovation and Entrepreneurship Contest" each year, allocate special innovation and entrepreneurship funds to cultivate excellent entrepreneurial projects, and recommend projects to participate Provincial and National Innovation and Entrepreneurship Competitions; organize professional teams to guide the commercial operation of projects, excellent project funding start-up funds, provide crowdfunding methods or directly participate in shares, and accelerate project landing operations.

3 Difficulties Existed in the "5 + 3" Innovation and Entrepreneurship Practice Teaching System

3.1 Teachers and Students Has a Cognitive Bias of "5+3"

Teachers and students' cognition of "5 + 3" innovation and entrepreneurship education tend to be simplified, single-sided and utilitarian. The first misunderstanding, innovation and entrepreneurship education was believed only for a small number of students with strong entrepreneurial intentions, and the majority of students are focusing on learning a major, after all, only a few people succeed in entrepreneurship. The second misunderstanding is believed the innovation and entrepreneurship education is equivalent to "employment guidance" and "vocational education", belonging to the business-related departments or employment management departments, only needs regularly hold employment training, entrepreneurship education and other related lectures. The third one is that "5 + 3" is a mechanical team, the professional knowledge of vocational students is not solid enough, lacking society experience, coupled with the rigid organization of teachers and students, which is difficult to produce real entrepreneurial results under the formalism and utilitarianism of completing the tasks and producing results. The deviation of teachers and students in cognition of innovation and entrepreneurship education can easily lead to the confusion and confusion of teachers' concepts of entrepreneurship education, quality education, vocational education, and professional education. The lack of two core concepts of "innovation" and "entrepreneurship" in the education process, so that innovation and entrepreneurship education fall into the formal and empty.

3.2 The "5 + 3" Practice Teaching System Failed to Perfectly Integrate into the Education System

Curriculum teaching is not only the theoretical "reservoir" of innovation and entrepreneurship education, but also the main channel to achieve the purpose of innovation and entrepreneurship education. At present, there are mainly three types of innovation and entrepreneurship education courses offered by the school:

firstly, the entrepreneurship general courses offered by the school; secondly, the specialty integration courses offered by professional colleges; thirdly, the core content of "5 + 3", which runs through the whole process of university students' study. However, in general, the limited hours of innovation and entrepreneurship education, coupled with the lack of teachers, it is difficult for innovation and entrepreneurship education to vary from person to person, according to the aptitude and local conditions, and it cannot be perfectly embedded and integrated into professional education. In addition, the innovation and entrepreneurship courses still have the problems of strong theory, insufficient operability, and serious formalization. Most of the projects are still in the stage of "talking on paper" during the sixth semester.

3.3 The Quality of Innovation and Entrepreneurship of Teachers and Students Is Not High

On one hand, from the perspective of student source, which is mainly from ordinary high schools and vocational schools. The admission channels include college entrance examinations, academic examinations, independent admissions, and registration for admission. These students have thin knowledge foundation, weak learning ability, and unsustainable learning motivation. It is difficult to meet the basic quality requirements of innovation and entrepreneurship education. It is more difficult to organize and implement innovation and entrepreneurship education. On the other hand, most majors have the problem of insufficient teachers, especially teachers with innovative and entrepreneurial qualities. Most teachers just master some theories of innovation and entrepreneurship education. They have no actual experience in entrepreneurship or investment, lacking of systematic training and practical experience, and it is difficult to provide students with guidance and training on innovation and entrepreneurship in practical. The professional knowledge for innovation and entrepreneurship education has led to the training of students with insufficient ability to combine theory and practice, and the effectiveness of innovation and entrepreneurship education is not obvious.

3.4 Insufficient Internal and External Resources to Promote "5 + 3"

The school has vigorously set up professional training facilities for professional skills, built an incubation platform for innovation and entrepreneurship and created an industrial-educational integration park. It aims to provide college students with entrepreneurial ideas from a project idea, a team to a project. Platforms for operations, management, funding and other activities and carriers that provide corresponding support services. However, at the actual operation level, the willingness of enterprises to participate is insufficient, and the in-depth integration of industry and education is still in its infancy step. College students are mainly based on theoretical teaching, and the conversion rate of scientific research achievements is low, which is inconsistent with the interests of enterprises pursuing profits and pursuing technological transformation. If it without government mobilization or school-enterprise cooperation, few companies take the initiative to participate in the innovation and entrepreneurship education in colleges, which leads to a shortage of innovative entrepreneurship training platforms. Enterprises have a good ability to respond to the market. But innovation and entrepreneurship education cannot be closely linked to enterprises, so there is no funds, information, and management from enterprises. Innovation and entrepreneurship education in vocational colleges is prone to blind development mistakes, resulting in a shortage of practical platforms and theory. Problems such as deviating from reality and making achievements difficult to transform.

4 Measures to Promote "5 + 3"

4.1 Follow the Trend and Establish the "5 + 3" Innovation and Entrepreneurship Education Concept

Under the guidance policy of states to vigorously promote the innovation-driven development strategy and strive to cultivate innovative talents, and the realistic drive of "public entrepreneurship and innovation", vocational colleges have an unprecedented great opportunity to promote innovation and entrepreneurship education. Facing the wave of innovation and entrepreneurship education, we must follow the trend, seize

the opportunity, and let the teachers and students of the school establish the "5 + 3" innovation and entrepreneurship education concept. Through the promotion of the country's "double innovation" policy and the school's concept of creating a "5 + 3" entrepreneurial university, students can understand the current employment situation, actively participate in innovative entrepreneurship practice activities, and respond to the school's "5 + 3" innovative entrepreneurship education model. Strengthen entrepreneurship awareness, raise awareness, unify thoughts, and develop ideas throughout the school. Transform traditional knowledge inheritance education into knowledge innovation education, integrate the "5 + 3" innovation and entrepreneurship education concept into the whole process of guidance on the growth of university students, cultivate college students' awareness of independent entrepreneurship, and stimulate college students' innovation and entrepreneurship through professional guidance endogenous power.

4.2 Precisely Positioning, Perfecting the "5 + 3" Innovation and Entrepreneurship Curriculum System

The "5 + 3" innovation and entrepreneurship curriculum system are the core and hub of Lingnan's innovation and entrepreneurship education. To scientifically promote "5 + 3" innovation and entrepreneurship education, we must reform and reset the original curriculum system. Accurate positioning, building a scientific and reasonable "5 + 3" innovation and entrepreneurship curriculum system, and integrating innovation and entrepreneurship education into the whole process of talent training are vital to training innovative and entrepreneurial talents. First of all, we will carry out enlightenment education on innovation and entrepreneurship for all students to cultivate college students' entrepreneurial awareness, innovative spirit and entrepreneurial ability. Secondly, integrate innovation and entrepreneurship education into various professional disciplines, leading students from different majors to start businesses according to their own strengths and professional characteristics, which making entrepreneurship more professional and targeted, and increasing the success rate. Thirdly, carry out "professional" education on innovation and entrepreneurship for those with strong entrepreneurial intention. Teaching professional knowledge and skills such as business operations, employee incentives, and financial management to students with strong entrepreneurial intention, so that they have the initial ability to start and manage small and micro enterprises. Fourthly, aiming at entrepreneurs who have initial entrepreneurial behavior and have already started entrepreneurship to provide them with "professional" innovation and entrepreneurship education, to help entrepreneurs get on track by providing policy information and service platforms for entrepreneurs.

4.3 Directional Efforts to Tap Students' Entrepreneurial Potential and Enhance the Level of Teachers

On the one hand, rational evaluate the characteristics of vocational students. Develop a training program that meets the characteristics of contemporary vocational students according to the principle of teaching students, their aptitude, personalized. The program is designed to enhance their innovation and entrepreneurship capabilities. Although the knowledge foundation and learning ability of higher vocational students are insufficient, they also have their own advantages. For example, many students are digital "indigenous people", with strong information technology capabilities and diverse information sources. Such as, some students pursue freshness and learn new things. Some students have strong self-subjective consciousness, have a strong desire to express, and desire to be recognized. We should tap the potential and creativity of students, stimulate their aggressiveness, and cultivate their entrepreneurial quality. On the other hand, we need to improve the "double teacher" quality and entrepreneurial ability of the faculty, which can guide teachers with innovative entrepreneurial knowledge and background to take the leadership and transform the professional skills learned into actual entrepreneurial projects, so that teachers have innovative entrepreneurship educational practice. Meanwhile, optimize the teacher recruitment system, give priority to candidates who with entrepreneurial experience, or hire business executives with high practical experience and professional qualities as part-time teachers in school innovation and entrepreneurship education. Take a multi-pronged approach, and finally create a professional and expert team of entrepreneurship education teachers.

5 Integration of Industry and Education to Optimize Internal and External of Innovation and Entrepreneurship Resources

On the one hand, increase the integration of industry and education, and encourage enterprises to participate in innovation and entrepreneurship education. Through the method of "introducing enterprises into schools", companies are deeply involved in the reform of education and teaching in higher vocational colleges, constructing a gradient and three-dimensional learning model of "basic practice-professional practice-comprehensive practice", and jointly creating high-quality innovation and entrepreneurship internships training platform. Enterprises rely on the advantages of higher vocational colleges that are good at innovation, use achievements transformation, technological innovation, etc. to obtain more profits, or cooperate to train order talents and reduce business operating costs. Higher vocational colleges can improve the practice base of innovation and entrepreneurship education, using enterprise resources to accelerate the cultivation of innovative and entrepreneurial talents can also attract investment from enterprises and reduce teaching costs. On the other hand, closely follow national and regional policy and welfare, build a multi-dimensional cooperation platform for multi-party cooperation, promote "school-government-enterprise-social research" cooperation, and jointly build innovation and entrepreneurship education such as on-campus and out-of-school practice bases, university entrepreneurship technology parks, and incubation bases the practice platform, through real project practice, will completely inspire the entrepreneurial passion of the students who are interested in it, and provide them with a broad training venue to extend innovation and entrepreneurship from the school to the society.

6 Conclusion

After more than a year of practical exploration, the "5 + 3" innovative entrepreneurship teaching model has achieved certain results, but entrepreneurship education is a systematic project that requires the support and cooperation of the whole society. Entrepreneurship education is a long-term educational task. All parties need to pay attention to its development. The implementation of "5 + 3" innovation and entrepreneurship education are not only a response to national policies, but also the internal needs of the school's own development, including schools, enterprises, teachers and students. Facing the problems encountered in the reform of the "5 + 3" innovation and entrepreneurship education, we must progress with difficulty, be brave to explore, change the traditional way of thinking and teaching mode, inspire students' enthusiasm, improve the quality of teachers, optimize resource allocation, and improve the environment for innovation and entrepreneurship. Build a scientific innovation and entrepreneurship education system, promote school-enterprise cooperation to create a win-win situation, and make innovation and entrepreneurship education sustainable, healthy, smooth, and effective, and provide more innovative and entrepreneurial high-quality talents for China's economic development.

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