

The Research Of Entrepreneurship Education And Entrepreneurial Ability

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Abstract – Entrepreneurship education is a new concept in the field of education, which is of great significance to the development of individuals, economy and society. It is important for personal, economic and social development. In recent years, entrepreneurship education is very popular in theoretical research and practical exploration of talent cultivation in higher education, although colleges and universities are still facing difficulties in teaching mode, teaching effect, learning methods and so on, some new education models have gradually emerged and developed. At present, there is an obvious gap between College Students' entrepreneurial ability and the demand for talents in the new era. The purpose of entrepreneurship education is to improve the innovation ability of college students. Collected data statistics and interviews are used to study.

Keywords – College students; Entrepreneurship; Entrepreneurship education; Entrepreneurial ability

I. INTRODUCTION

First of all, the ability and practice of entrepreneurship research first appeared in the United States. The research on College Students' entrepreneurial ability is relatively mature in Britain, The United States, and Germany. Many foreign college students' entrepreneurial ability has

embarked on the road of specialization, systematization and standardization. In recent years, more and more researchers began to pay attention to and study the entrepreneurial ability of college students. Great progress has been made in the number and quality of published articles, the angle and content of research. The research perspective has been innovative, including economics, sociology, management, and other fields, which provides a new perspective for subsequent researchers. In addition, in terms of research content, the research on College Students' Entrepreneurship covers a wide range, including the basic conditions of College Students' entrepreneurship, the theoretical problems of College Students' entrepreneurship, and the empirical problems of College Students' entrepreneurial culture. The cultivation of students' entrepreneurial ability and quality should not be limited to the literal understanding of "entrepreneurship", but should be cultivated and improved through a new understanding of education. In terms of the quality of talent education, we should emphasize the individual's spirit of innovation and entrepreneurship. Colleges and universities should change the traditional concept of personnel training, cultivate and improve students' survival and entrepreneurial ability, cultivate students' basic entrepreneurial ability and promote their all-round development.

Secondly, entrepreneurship education promotes college students' self-employment and employment to a certain extent. The reform of entrepreneurship and management system, the development of science and technology, and the evolution of social politics, economy, culture and industry have a significant impact, which is an important driving force for the economic development of a country. Entrepreneurship education is not only a quality education to improve college students' entrepreneurial ability, employ ability and living ability, but also an emergency means to relieve the employment pressure of college students in China. China's innovation and entrepreneurship education and entrepreneurship education research and start late,

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began in the 1990s. Since the 1990s, some Chinese researchers began to pay attention to innovation and entrepreneurship education, and gradually become an important part of higher education research. Starting from the development of College Students' innovative potential, professional skills, management skills and self-development ability, entrepreneurship education comprehensively improves college students' entrepreneurial ability and lays a solid foundation for becoming qualified entrepreneurs in the future.

It is of great significance to improve and cultivate college students' entrepreneurial ability, which is also the need of national innovation and entrepreneurship development. The competition in the new era is the competition of the comprehensive national strength of each country. College students' entrepreneurship has become an important potential basis to enhance the national competitiveness. Building an innovative country requires a large number of talents with innovative thinking and entrepreneurial potential. College students will continue to take on the important task of national innovation level. In this new era, an important task of the school is to cultivate high-level entrepreneurial talents with innovative thinking and independent hands-on ability, and transform the innovation achievements into real productivity.

II. BACKGROUND

Since the mid-1990s, the employment of college graduates is mainly through the market, and entrepreneurs and college graduates have a certain degree of independent choice. At the same time, the expansion of college enrolment at the end of the 20th century led to a rapid increase in the number of graduates, resulting in serious employment difficulties. With the continuous expansion of Chinese colleges and universities, the total number of graduates has reached an unprecedented peak in recent years, It has brought serious pressure to graduates' employ ability. In order to further improve the employ ability of students, colleges and universities should strengthen the cultivation of students' entrepreneurial spirit, actively guide students to change their views on career selection and employment, and overcome the employment dependence psychology formed under China's previous planned economic system.

Economic development and economic development are inseparable. At present, with the advent of economic globalization, Internet model and big data era, the traditional business pattern has been changed, and innovation and entrepreneurship has become an important strategy for the development of various countries. After decades of reform and opening up, China has entered a new era of economic restructuring. The new problem now is how to keep pace with the times, further protect opportunistic entrepreneurship, develop innovation and entrepreneurship, and enhance the innovation and growth of entrepreneurial opportunities. Under such circumstances, we should realize that the key to building an innovative country is to improve the ability of independent innovation, Cultivate the entrepreneurial ability of college students. We should cultivate more innovative and entrepreneurial talents who are brave and good at transforming scientific and technological achievements into social productivity. In order to optimize the industrial structure and change the mode of economic growth, we must rely on scientific and technological progress and the cultivation of innovative and entrepreneurial talents, so as to keep pace with the times.

College students should seize the opportunity to undertake the historical mission of national reform and development, because contemporary young college students are one of the groups with the most innovative spirit and entrepreneurial potential. College Students' entrepreneurship can not only create and provide more employment opportunities, solve the increasingly serious employment problem, but also create and provide more employment opportunities. Let college students participate in entrepreneurship, it cannot only transform advanced culture and technology into new industries, but also promote the reform of education system to make it more perfect and systematic. The concept of innovation and entrepreneurship can be spread through entrepreneurship education. The transformation and development of universities with innovation and entrepreneurship as the paradigm is an important driving force for higher education reform comprehensively carry out innovation and entrepreneurship education (Wang Jianhua, 2020). It is not only the need of the times, but also the need of economy to cultivate high-quality talents to meet the social needs and economic development. The Ministry of education also requires colleges and universities to speed up the pace of innovation

and entrepreneurship education, and comprehensively implement innovation and entrepreneurship education, so as to make breakthrough progress in innovation and entrepreneurship education. The focus of entrepreneurship education is to cultivate students' entrepreneurial ability, Entrepreneurial ability reflects a person's practical ability and innovation ability to a certain extent. The goal of College Students' entrepreneurship education is to make students have entrepreneurial quality and combine with lifelong education.

III. STATEMENT OF PROBLEMS

Improving the entrepreneurial ability of college students will help deepen the reform of university education and effectively implement quality education. For a long time, China's higher education often only emphasizes memory, imitation and repetition, but ignores the acquisition of knowledge and the cultivation of students' critical thinking ability. Therefore, students are lack of initiative, creativity and innovation. In recent years, China's colleges and universities have carried out many attempts and researches on entrepreneurship education and improving college students' entrepreneurial ability, and some achievements have been made to a certain extent:

First, the awareness of entrepreneurship education is insufficient. For college graduates, entrepreneurship education is not only necessary for them to learn entrepreneurship, but also to increase the employment opportunities. Such a biased view is clearly wrong. Through the cultivation of entrepreneurial ability, comprehensive ability, such as judgment, self-confidence, willpower, self-control, calm, rational, responsible, ability to bear pressure, innovation courage, etc., is not only very important for entrepreneurship, but also important for the future development of students. Entrepreneurship awareness is not only a reflection of how people view innovation and entrepreneurship, and it is the resonance of people's innovation and entrepreneurship activities. Entrepreneurial consciousness is closely related to the success or failure of business activities and dominates the attitude and behaviour of entrepreneurs. The purpose of Cultivating College Students' entrepreneurial awareness is to enable them to have a correct understanding of entrepreneurship, enhance their determination to engage in entrepreneurial activities,

and reduce their fear of entrepreneurship. Entrepreneurial consciousness is the ideological basis of entrepreneurial activities. Only those who are willing to start business and have the basic quality of innovation and entrepreneurship can go out of the first step of innovation.

Second, the entrepreneurship curriculum system is not scientific and the training mode is single (ACS et al. ,2018) entrepreneurship projects and entrepreneurship courses can greatly increase the probability of new enterprise creation, encourage entrepreneurs to implement effective entrepreneurial behaviour, so as to promote local economic growth and technological innovation. Many colleges and universities only regard entrepreneurship education as the education for a small number of students with commercial potential, entrepreneurial spirit and entrepreneurial premise, but do not incorporate entrepreneurship education into the whole talent training system, resulting in the separation of entrepreneurship education from professional education and general education. Nowadays, many colleges and universities still use the traditional education mode under the banner of entrepreneurship education, Classroom learning and entrepreneurship practice teaching are separated from each other, which cannot meet the strong demand of the society for the new entrepreneurial model. However, it is wrong to regard entrepreneurship education as a response to policies, as some basic business education and business skills courses, or as a shortcut to solve the current employment problem of college students. We can't take profit or not as the standard of success in entrepreneurship. This narrow view of entrepreneurship education will only lead to a short-term upsurge of entrepreneurship education, and sometimes temporary failure is often the foreshadowing of later success. Therefore, promoting innovation and entrepreneurship education is no longer just an exogenous development model, but gradually moving towards an endogenous development model, gradually turn to the development mode of highlighting structural optimization and quality construction (Xu Xiaozhou, Mei Weihui, & Han guanshuang,2021) .

Third, practical education is not strong and lacks personality. Entrepreneurial activities are helpful to enhance the entrepreneurial ability of college students. The main problem faced by Chinese entrepreneurial students is that they have many entrepreneurial opportunities, but their

entrepreneurial skills are weak and their practical ability is poor. The lack of entrepreneurial ability and entrepreneurial practice ability of college students naturally cannot meet the needs of society for professional talents. The entrepreneurial activities of college students must be closely linked with students' study and life, social practice, curriculum training, cognitive awareness and practice, so as to play a real role in entrepreneurship education and effectively improve the entrepreneurial ability of college students. Entrepreneurial intention and behaviour are influenced by many factors, such as personal characteristics, family background, education level and so on, the influence factors of each student are not the same. The more targeted education is, the better the quality of the educated can be reflected, and the better the effect of education will be. At present, entrepreneurship education in Colleges and universities mainly adopts the unified form of entrepreneurship education and practice entrepreneurship education of the whole university or the whole college, it ignores the differences of students' personality characteristics, entrepreneurship growth points between different disciplines, and the differences between undergraduate and graduate stages. However, the same entrepreneurship education for all students will lead to the loss of significance of entrepreneurship education. It can not only make students difficult to understand the content of entrepreneurship education, reduce the quality of entrepreneurship education, but also reduce students' interest in entrepreneurship.

Fourth, the lack of professional teachers. Starting a business is like a voyage full of challenges. If it is run by people who are not competent enough, this voyage is bound to be a failure adventure. Innovation and entrepreneurship teaching requires teachers to have not only rich theoretical knowledge, but also rich social experience or certain practical experience in innovation and entrepreneurship. However, at present, the number of teachers in innovation and entrepreneurship education in China's universities is too small, and their knowledge structure cannot meet the needs of modern society for innovation and entrepreneurship education. Due to the small number of innovation and entrepreneurship teachers, innovation and entrepreneurship education is often unable to be undertaken by professional teachers, and students cannot get professional guidance. But this problem is not without solutions. In some universities, in order to make up for the shortage of teachers, part-time

teachers are recruited on campus and off campus. For example, university teachers teach theoretical courses, and then hire experts from the business community as part-time teachers of innovation and entrepreneurship, extending the training process to the practical level.

Fifth, the cultivation and development of students' entrepreneurial ability cannot meet the needs of society. Students' entrepreneurial ability is to cultivate qualified entrepreneurs for future economic development. College Students' entrepreneurship is oriented to the society. Society is the place to test college students' entrepreneurial ability. The cultivation of College Students' entrepreneurial ability is based on social needs, Cultivate the ability of college students to adapt to and change the society. In fact, if the university is closed, it can be easier to cultivate students' entrepreneurial spirit according to their wishes and ideas, but in reality, the entrepreneurial ability of college students cultivated in this way is not recognized by the society. College Students' entrepreneurial ability is difficult to match the needs of society. The training of College Students' employ ability cannot adapt to the complex and changeable entrepreneurial environment, nor can it fundamentally meet the practical needs of College Students' entrepreneurship. In addition, the entrepreneurship education of college students cannot adapt to the changes of society and meet the needs of society. Because of the lack of effective contact and communication mechanism between University and society.

IV. THEORETICAL BASIS

Dewey's pragmatism education theory. Pragmatism is the most influential philosophical thought in America. The reason why pragmatism has such a wide influence in the United States is that Dewey has played a huge role, especially in the influence of Pragmatism on pedagogy. After China's reform and opening up, the academic circles have revived the study of pragmatism, however, it is mainly from the perspective of philosophy, and there is a lack of in-depth research in the field of education. Dewey's pragmatism education thought cannot be ignored in China's education, which is often reflected in some aspects of scientific education theory and practice inheritance.

Second, human capital theory. The theoretical origin of human capital can be traced back to the ancient Greek period. At that time, Plato once pointed out that state

administrators should have the knowledge of cultural theory, not only learning astronomy, mathematics, geometry, but also having a strong physique and good conduct. In order to acquire knowledge, we must receive education and training.

Third, humanistic management theory. The rise and development of humanistic management theory stems from the objective needs of theoretical development and practice. Humanistic management emphasizes that in any organizational activities of human society, human nature should be the center and the management should be carried out with human basic conditions. The emergence and development of people-oriented management theory stems from the objective needs of the development of theory and practice. All human-oriented management should be based on people-oriented organization. As one of the most important organizations in human society, colleges and universities should take students as the main body. In the implementation process of learning activities and personnel training in Colleges and universities, the needs of students should be the core. At present, the severe employment situation of university graduates tells us that the people-oriented management concept has not been fully and thoroughly implemented. Based on the goal of entrepreneurship education in Chinese universities, we believe that it is particularly important to introduce people-oriented management, that is, student-oriented. We should introduce the people-oriented management concept into the entrepreneurship education in Colleges and universities, it means that entrepreneurship education and entrepreneurship practice activities in the curriculum should be student-centered. The development and application of entrepreneurship curriculum should fully consider the needs of students, the planning of entrepreneurship and the conditions of teachers. We should take all-round and whole process participation as the guidance, fully stimulate students' participation consciousness, and guide students to participate in Entrepreneurship Education in an all-round way. The starting point of entrepreneurship education is not only to consider the success of entrepreneurship, but also to pay attention to the innovative thinking and creative ability required by the sustainable development of students' future career after graduation.

Fourth, sustainable development theory. The concept of sustainable development is the result of the evolution of

human society, the expression of harmonious coexistence between man and nature, and the rational choice made by human beings after studying the behaviour of moral subjects with new values and moral concepts. It not only meets the needs of modern people, but also does not damage the development of future generations. Sustainable development includes common development, balanced development, fair development and all-round development. Although different countries and regions have different cultural and economic backgrounds, the concept of Higher Education under the guidance of sustainable strategy is consistent. Generally speaking, sustainable development is based on the basic principles of integrity, coordination and sustainability, so that the practical development of higher education can not only meet the needs of its own sustainable development, but also meet the needs of society. In order to maintain the continuity, coordination and stability of education, that is, to maintain the continuous, coordinated and long-term development of talents in the subsequent career development, we must have the concept of sustainable development. Using the scientific concept of sustainable development, It is not only the objective need to adapt to the sustainable development of society, but also the need to ensure the long-term stability of the economy.

V. LITERATURE REVIEW

According to the investigation, foreign scholars' research on innovation and entrepreneurship education and entrepreneurship education has been growing rapidly since the 1990s. Now, the research in this field is deeply valued in the United States, Britain, Japan, Germany and other major developed countries, and has developed to a relatively mature stage. In recent decades, the spirit of entrepreneurship is often studied in the world (Ratten & Jones,2021). As a catalyst for economic development and job creation, enterprises have attracted more and more attention all over the world, and innovation and entrepreneurship education plays an increasingly important role in promoting economic development (Nabi et al.,2016) paid attention to different types of entrepreneurship education teaching methods will produce different effects. Governments of various countries have formulated a series of measures to support the development of enterprises, among which the core is to establish academic research

institutions, such as universities, to achieve their goals through appropriate education programs, especially innovation and entrepreneurship education, and to conceptualize how educational philosophy can be integrated into EE to support entrepreneurial learning (Bell & Bell, 2020). The United States is the first country in the world to develop entrepreneurship education. In 1947, Professor of Harvard Business School opened a new business management course, and Stanford University opened an entrepreneurship course in 1949. In this regard, (Zhu et al., 2020) showed that individuals trained by the means-oriented approach of effectuation could generate more business ideas of higher quality than individuals who only practiced thinking creatively through various exercises. The entrepreneurship education system in the United States covers the whole education process from primary school, middle school to university. Many universities, such as Penn State University and Harvard University, offer undergraduate and postgraduate courses for entrepreneurship majors in their business schools, and provide graduate students with training opportunities for entrepreneurship education teaching and research.

The research on innovation and entrepreneurship education in China began at the end of 1990s, which is later than that of developed countries in the world. It was not until the 1990s that some Chinese scholars began to pay attention to innovation and entrepreneurship education, and gradually became an important part of higher education research. In 1998, Tsinghua University held the first entrepreneurship competition, more and more universities all over the country have organized and participated in various scientific and technological innovation and student entrepreneurship competitions. In April 2002, the Ministry of Education designated nine Pilot Universities for entrepreneurship education, including Tsinghua University, Renmin University of China, Wuhan University and Xi'an Jiaotong University. Gradually promote entrepreneurship education in Colleges and universities of different types and regions in China, the forms of entrepreneurship education are constantly enriched and rich experience has been accumulated.

From the central government to the local government, with the continuous release of relevant policy documents, the expansion of relevant research methods and the broadening of research vision, the research field of

innovation and entrepreneurship education in educational ecology has become a hot topic. Although China's entrepreneurship education has experienced several decades, the teaching effect and practical ability of innovation and entrepreneurship education are not satisfactory. Both in theoretical research and teaching practice, Chinese universities are in the initial exploration stage of innovation and entrepreneurship education. Wang Yan et al. constructed the basic model of innovation and entrepreneurship education in Colleges and universities (Wang Yan, Zhang Zhu and Li Chengxia, 2019). Chen Yao and Li Yuanxu studied the organizational changes of innovation and entrepreneurship education in China's colleges and universities since the reform and opening up. It is pointed out that the main line of organizational change of innovation and entrepreneurship education in Colleges and universities in China can be divided into four stages: brewing period, germination period, independent exploration period and comprehensive construction period. The organization of innovation and entrepreneurship education will continue to develop (Chen Yao & Li Yuanxu, 2019).

The research on entrepreneurship education and Entrepreneurship of Chinese scholars are divided into three stages. The first stage was from 1989 to 1999. The main significance of entrepreneurship education in this period. For example, how to implement entrepreneurship education in the field of continuing education? What is the relationship between entrepreneurship education and quality education? The core of innovation and entrepreneurship education and entrepreneurship education ecosystem is to cultivate students' innovative thinking, the goal of developing their entrepreneurial skills and thinking mode is to establish campus entrepreneurship and culture, and build a systematic and comprehensive ecosystem to support and encourage students to carry out innovation and entrepreneurship in the process of disseminating knowledge about innovation and entrepreneurship. In CNKI journal full text database, the earliest literature with "entrepreneurship education" as the theme is "hard work, vitalizing education" published by Guo Wandong and Li Shuzhang in May 1989. The main points of this article are to train professionals for Tianjin's financial industry and change the knowledge structure of staff through different forms such as diploma education and short-term training. Over the past decade, more research on

entrepreneurship education is aimed at a specific problem, the number of research is not much, and the results are not obvious, but some scholars' research ideas are worthy of our reference.

The second stage is from 2000 to 2009. Mei Weihui and Xu Xiaozhou pointed out that we should focus on strengthening the construction of two core links of teacher team and curriculum, and establish a supporting system to promote the healthy development of entrepreneurship education. After 10 years of development, China's entrepreneurship education in Colleges and universities has already had some experience. However, the development of entrepreneurship education is obviously lagging behind, and college students are insufficient in entrepreneurial knowledge, the practical ability is not strong. The entrepreneurship education in Chinese schools should be based on the development of "concept oriented, classified guidance and system guarantee", and adopt a three-dimensional view of entrepreneurship education. Focus on strengthening the two main aspects of teachers and curriculum to build a supporting system for the healthy development of entrepreneurship education (Mei Weihui & Xu Xiaozhou, 2009). At this stage, the research on entrepreneurship education is more closely connected with universities, Colleges and universities began to organize students' science and technology innovation and entrepreneurship competition, which triggered a nationwide upsurge of innovation and entrepreneurship in Colleges and universities. There were companies such as Simile and Easy to get Ark, which had a good social impact. In the CNKI journal full text database, the number of papers on "entrepreneurship education" increased from 55 in 1999 to 116 in 2000, and then increased continuously in the following years, in 2009, it increased to 2159. It is gratifying that more and more people pay attention to the sustainable development of innovation and entrepreneurship education, as well as the talent training mode of school enterprise cooperation.

The third stage is from 2010 onwards. Entrepreneurship education has accumulated certain experience in this period, the mode of entrepreneurship education is also developing in the direction of diversification, and the concept of entrepreneurship education is more deeply rooted in the hearts of the people. Among the articles published in the Journal of "entrepreneurship" in 2010, the theme of

"entrepreneurship" has risen rapidly, the number and quality of the literature in this year almost reached the sum of 10 years in the second stage. As of April 2022, there are more than 79296 literatures with the theme of "innovation and entrepreneurship education". The main reason may be that the policy documents issued by the Ministry of education play a supporting role. This shows that the Ministry of education pays more attention to education in this field, all kinds of colleges and universities have gradually begun to carry out innovation and entrepreneurship education, thus promoting the development of theoretical research and practice in the field of innovation and entrepreneurship education. In this period, innovation and entrepreneurship education was included in the process of talent training, and the construction of entrepreneurship foundation was studied in depth. More typically, Li Ying (2020) proposed that the value orientation of innovation and entrepreneurship education is human happiness, which not only pays attention to people's external development ability, but also cares about people's healthy growth. Therefore, we should scientifically position the discipline of innovation and entrepreneurship education, strengthen the construction of teaching staff, curriculum system and learning platform, promote its organic integration to enhance the entrepreneurial ability of college students.

In short, China's innovation and entrepreneurship education is still in the early stage of exploration, and theoretical research and practical application still need to be further explored. Research methods have shifted from qualitative research to more quantitative research. At the practical level, due to the lack of consensus on the social significance of innovation and entrepreneurship education and its position in the process of talent education and integration, as a result, most colleges and universities mistook carrying out innovation and entrepreneurship activities as carrying out innovation and entrepreneurship education. To sum up, the development of innovation and entrepreneurship education has a lot of room for progress in theoretical discussion, policy support, practical exploration and practical needs.

VI. SOLUTIONS

First, make clear the training objectives of entrepreneurship education. In order to improve the students' ability of self-employment and self-

entrepreneurship, complete the transformation from passive employment talents to active entrepreneurial talents, so that more college graduates can become the creators of jobs. Therefore, first of all, we should strive to improve the comprehensive quality of students so as to make them develop in an all-round way. Secondly, we should take the cultivation of students' innovative ability as the main content of entrepreneurship education, guide students to be brave in Entrepreneurship and risk-taking, tap their potential and cultivate their pioneering spirit. Finally, individualized teaching should be carried out, focusing on students with entrepreneurial consciousness and entrepreneurial ability. For students with entrepreneurial awareness and skills, special training and guidance should be paid attention to; For the students with entrepreneurial awareness but low entrepreneurial skills, we should pay attention to entrepreneurial skills and skills training; For students who have no entrepreneurial consciousness, we should improve their entrepreneurial awareness through lectures and new media publicity.

Second, improve students' entrepreneurial awareness and update the concept of education and teaching. At present, many students don't understand the entrepreneurial process and are not afraid of taking risks. At the same time, there are also some students who have too strong expectations for entrepreneurial achievements and too persistent for entrepreneurship. Therefore, we must change the concept of entrepreneurship education in Colleges and universities, and enhance the entrepreneurial awareness of college students, in addition, we should realize that this process must always be completed by students themselves, guide students to establish entrepreneurial awareness, encourage students to actively participate in various social practice activities, cultivate their own advantages, show their talents and actively start businesses.

Third, improve the curriculum structure and improve the practical ability of college students. The construction of a perfect curriculum system will play an important role in cultivating students' entrepreneurial ability. In the aspect of Cultivating College Students' innovation ability, entrepreneurship education should be incorporated into the curriculum system of colleges and universities to seek diversified teaching methods. We should implement effective entrepreneurship education strategies, let more and more college students realize their own value of life, and

further cultivate their innovation and practical ability, so that they can actively adapt to the future complex and changeable environment. Innovation and entrepreneurship education can be incorporated into the classroom, class visits and various community activities. Colleges and universities should start with the cultivation of students' entrepreneurial awareness, entrepreneurship, entrepreneurial quality and entrepreneurial ability, emphasize the equal emphasis on skill teaching and quality education, and give full play to the indirect role of extracurricular activities.

Fourth, strengthen the construction of College Students' self-employment teaching staff. Colleges and universities should strengthen the contact with other enterprises and society, and actively select or recruit successful professional teachers, businessmen and entrepreneurs with rich business experience and entrepreneurial ability as tutors of self-employed students inside and outside the University. To build an excellent team of innovative and entrepreneurial teachers, select professional teachers with strong innovation and practice ability as tutors to solve the technical problems of students' innovation and entrepreneurship, and improve their entrepreneurial ability. Establish platforms and communication channels between teachers and students to promote mutual understanding. Professional teachers can carry out scientific research under the leadership of professional teachers based on scientific research and students' interest and innovation in science, Stimulate the enthusiasm and motivation of teachers and students.

VII. CONCLUSION

The main function of entrepreneurship education is to cultivate students' positive attitude towards life and employment. Entrepreneurial ability plays a different role in different fields of social economy. However, the effect of entrepreneurship education does not occur during or immediately after the training, Therefore, it is unscientific to use the traditional mechanical quantitative system to evaluate the effect of entrepreneurship education, and it does not conform to the laws of education and human development. Finally, the effect of entrepreneurship education can be measured by the proportion of students' Entrepreneurship and successful development after graduation and the status of students in different social roles,

but it needs a medium and long-term process to accurately evaluate.

At present, there is a kind of misunderstanding about the whole society, including the students' employment after graduation. In fact, students' employment and entrepreneurship is a dynamic concept. There are always many choices and transitions in life. Of course, we do not rule out that some people start their own businesses before or after graduation, and they are very successful. It is a good thing that students have the desire and opportunity to start a business after graduation, but not everyone has the desire to start a business and can get the job they want. There are different seasons in nature. It takes time from flowering to fruit ripening to harvesting. Therefore, society and universities should not rush to evaluate entrepreneurship education, but should give colleges and students time and space, this is basically people's understanding of the concept of entrepreneurship education and the employment trend of graduates in the new era. Entrepreneurship education is not only the education of students, but also the education of society, enterprises, universities and teachers, which needs a certain process.

Improving the entrepreneurial ability of modern college students is a complex project involving a wide range of aspects, including the efforts of individuals, families, schools, government and society. To further improve the entrepreneurship education system, we need to coordinate all parties, establish a scientific and effective mechanism and system of entrepreneurship education for students, and organically combine family, school, government and society. The cultivation and improvement of College Students' entrepreneurial ability cannot be achieved overnight through one or two entrepreneurship courses, entrepreneurship competitions or entrepreneurship knowledge courses. The current entrepreneurship education system needs to be improved in basic skills and operational skills, and entrepreneurship education needs to be combined with quality education.

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