

The Training and Role of Young Doctoral Teachers in the Practice Education of Entrepreneurship and Innovation in Colleges and Universities

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Abstract. In view of the serious shortage of teachers in the current innovation and entrepreneurship practice education in local colleges and universities in China, this paper conducted an experimental exploration on how to train young doctoral teachers in the innovation and entrepreneurship practice education in colleges and universities and how to play an important role in the process of innovation and entrepreneurship practice education. This paper analyzes the characteristics of new young doctoral teachers in colleges and universities, summarizes the common problems existing in the training of teachers, puts forward specific measures and practices for the training of young doctoral teachers, and carries out practice.

Keywords: Innovation and Entrepreneurship Education; Education Young Doctoral Teachers; Teaching Research Team.

1. Analysis on the Current Situation of Teachers in Innovation and Entrepreneurship Practice Education in Colleges and Universities

1.1. Serious Shortage of Teachers for Efficient Innovation and Entrepreneurship Education

College teachers are the main body of the implementation of innovation and entrepreneurship education [1]. Various competitions and projects aimed at innovation and entrepreneurship cannot be carried out without the guidance of teachers. However, after all, only a small number of students participate in the competitions or projects of innovation and entrepreneurship. By May 2022, the total number of students in various forms of higher education in China has reached 46.55 million [2], but there are less than 40,000 full-time teachers in innovation and entrepreneurship, with a student-teacher ratio of more than 1,000:1, much higher than the student-teacher ratio of career guidance courses (500:1) and ideological and political theory courses (400:1).

1.2. Emphasis on Theory Rather Than Practice Leads to a Blow to Teachers' Self-confidence

The phenomenon of “attaching importance to theory and neglecting practice” in the education of innovation and entrepreneurship in Chinese colleges and universities is not only contrary to modern teaching, but also leads to the shortage of teachers who are willing to take the course of innovation and entrepreneurship theory and engage in the teaching of innovation and entrepreneurship practice. Therefore, it is necessary to improve college talent training plans, change college teachers' traditional cognition of mass innovation and entrepreneurship education, focus on the cultivation of college students' innovation and entrepreneurship ability, increase education efforts in teaching practice, change the traditional teaching mode of “attaching importance to theory and neglecting practice”, and transform students from passive “innovation and entrepreneurship” to an active state [4]. It is the urgent task of mass entrepreneurship education in colleges and universities to build a good team of innovation and entrepreneurship teachers and pay attention to the training of teachers in innovation and entrepreneurship education [5].

1.3. Emphasis on Theory Rather Than Practice Leads to a Blow to Teachers' Self-confidence

According to age level or teaching qualifications, teachers can be divided into three levels: old, middle-aged and young. Old teachers have been engaged in teaching work for a long time, have rich teaching experience under the traditional mode, are slow to adapt to the new education model and new education concept, and are generally not interested in the practical education of innovation and entrepreneurship. Middle-aged teachers have been engaged in teaching work for a long time, have certain teaching experience, can accept new education models and education concepts, but they are often under greater pressure from scientific research and professional titles, and it is difficult to devote too much time and energy to the practice of innovation and entrepreneurship education. Young teachers, especially the newly hired young doctoral teachers, are enthusiastic about their work, but they lack teaching experience and are usually afraid of making mistakes in their work. However, young doctoral teachers usually have new ideas, new concepts and new methods in their own research fields, which meet the requirements of innovative education. In the profession of teachers, they are a blank sheet of paper. Both traditional education models and new education concepts are new things for them, and they are accepted as the same, so it is the least resistance and most suitable to train them to become teachers of innovative practice education.

2. Analysis of the Source of Teacher Tension in the Practice Education of Entrepreneurship and Innovation in Universities

2.1. Schools have Insufficient Understanding of the Importance of Mass Entrepreneurship Education Teacher Construction

Although universities all over the country have actively carried out practical training such as training teachers of innovation and entrepreneurship, construction of basic courses and specialized integration courses of innovation and entrepreneurship, and entrepreneurship and innovation competitions and projects. However, teacher construction is still focused on the form and ignore the connotation and quality. Schools usually encourage teachers to actively apply for specialized integration courses, but there are not many ways to evaluate the quality of courses and insufficient incentive measures.

2.2. Teachers Generally Do Not Pay Enough Attention to Innovation and Entrepreneurship Education

Innovation and entrepreneurship education is not only a matter of cultivating a few students, but also not something to do in order to get awards and money. It is something that must be implemented in the training of all college students in order to comply with the needs of China's current economic and social development. Innovation is the first driving force for high-quality entrepreneurship, and entrepreneurship is the main driving force for employment [6]. Today's universities must cultivate talents with innovative spirit and entrepreneurial consciousness, only in this way can the country's innovation-driven development strategy and economic upgrading and efficiency upgrading be successfully realized.

3. The Solution to the Shortage of Teachers in the Practice of Double Innovation in Colleges and Universities

3.1. Focus on the Connotation and Quality of the Training of Innovation and Entrepreneurship Teachers

Colleges and universities should pay more attention to the training of teachers of innovation and entrepreneurship integration courses, invite professional R&D technicians or successful entrepreneurs in their professional fields to train teachers of innovation and entrepreneurship integration courses, and share the cases of innovative solutions to practical problems in enterprises and the entrepreneurial experience of entrepreneurs. Especially in the face of difficulties in the spirit

of perseverance, problem-solving ideas and methods to share with teachers; Or regularly let the teachers of specialized innovation and integration courses go deep into the R & D team of enterprises for engineering practice training, or join the actual entrepreneurial team related to the major, participate in the entrepreneurial work, summarize the problems encountered in entrepreneurship, improve their entrepreneurial ability and literacy, and then improve the level and quality of innovation and entrepreneurship education.

3.2. Pay Attention to the Training of Young Doctoral Teachers

Young doctoral teachers usually have some innovative made in their own research field, in the field of scientific research and technology development usually have new ideas and new ideas, which is very in line with the requirements of innovative education. They accept new things quickly, have high enthusiasm for work, and are willing to learn the experience of entrepreneurship, so it is most appropriate to train them into teachers of entrepreneurship practice.

3.3. Build a Team to Give Full Play to the Talents of Young Teachers

A team of teachers of innovation and entrepreneurship practice education is set up, so that each teacher can improve their ability in the discussion, debate and communication of the team. By organizing the team to learn the entrepreneurship theory and listen to the entrepreneurship lectures of well-known entrepreneurs, the teachers' practical teaching ability of innovation and entrepreneurship can be significantly improved. At the same time, in the team, teachers can give full play to their strengths and achieve the effect of $1+1 > 2$.

4. Conclusion

To sum up, the current situation of the shortage of innovation and entrepreneurship teachers in colleges and universities can be improved by including young teachers in the training of teaching and research teams, strengthening the guidance of innovation and entrepreneurship work for young doctoral teachers, encouraging young doctoral teachers to be the instructors of undergraduate innovation and entrepreneurship teams, giving full play to each young doctoral specialty, which can significantly improve the level of innovation and entrepreneurship teachers and the training quality of innovation and entrepreneurship practical education.

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