

Research on Current Situation and Reformation of Innovation and Entrepreneurial Education in Higher Vocational Colleges

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Abstract—In order to find out the higher vocational garden technology major innovation and entrepreneurship education, promote the development of innovation education. The Garden Technology in five higher vocational colleges was investigated to make a contrast analysis of the current situation in their work on innovation and entrepreneurial education. Then we found the insufficient in the existing works, and some optimum measures aiming to introducing a better mode for innovation and entrepreneurial education was proposed.

Key words—higher vocational college; innovation and entrepreneurial education; landscape technology

I. INTRODUCTION

China has continuously popularized higher education, improved the overall quality of the nation, however, the contradiction between the expansion of the enrollment scale and the non-matching education resources resulted in the decline of the quality of students in higher vocational colleges, when a lot of graduates flock to society, it is inevitable that college graduates will have difficulty in finding employment. With the development of the social economy and the adjustment of industrial structure, the key to the development of enterprises is to have a large number of talents with innovative consciousness and entrepreneurial ability. The ministry of education also required that institutions of higher learning should attach importance to and strengthen innovation and entrepreneurship education [1]. For higher vocational colleges, how to cultivate innovative and entrepreneurial talents is not only an opportunity but also a challenge, which is also the key to highlight the characteristics of higher vocational colleges and improve social recognition [2].

This project is based on garden technology specialty in 5 typical higher vocational colleges in Jiangsu province such as Jiangsu Animal Husbandry Vocational College, Jiangsu Polytechnic College Agriculture And Forestry, Suzhou Polytechnic

Institute of Agriculture, Yangzhou Polytechnic College, Nanjing Institute of Tourism and Hospitality and so on as the research object, through literature review, investigation, interview, comparative analysis and other methods to research and analyze of the teaching status of the present situation of innovation and entrepreneurship practice teaching of garden technology specialty in higher vocational colleges, explore its existing problems and propose ways and means to promote to carry out innovation and entrepreneurship education.

II. ANALYSIS ON THE CURRENT SITUATION OF GARDEN TECHNOLOGY INNOVATION AND ENTREPRENEURSHIP EDUCATION IN HIGHER VOCATIONAL COLLEGES

A. Innovation and entrepreneurship education concept lags behind, and there is a misunderstanding of innovation and entrepreneurship talent cognition.

During the visit, found that the higher vocational colleges is not clear to the talents training goal of innovative entrepreneurial, degree of recognition is not enough, many collages only focus on the traditional employment rate, neglected the student self-employment, thus restricting the development of the collage innovation and entrepreneurship education activity. Many college

teachers believe that the talent who innovates and starts a business is the person who has the ability to start a company or an enterprise, every student has the possibility of starting his own business, it is necessary to carry out innovation and entrepreneurship education for students during the period of school, but there are only a few students who can eventually start a business, innovation and entrepreneurship education could not become the mainstream of higher vocational education, and knowledge infusion education still dominates, it can be seen that the understanding of landscape technology majors in higher vocational colleges, from leadership to grassroots teachers to innovation and entrepreneurship education and innovation entrepreneurship personnel training, is still on the surface, as a result, students' lack of understanding of the concept of innovation and entrepreneurship will definitely affect students' enthusiasm to participate in innovation and entrepreneurship activities[3].

B. Innovation and entrepreneurship education depth is not enough, resources are limited.

Innovation and entrepreneurship education requires a strong practicality, whether the innovation and entrepreneurship education can be carried out successfully, depending on the teacher's quality and teaching methods, curriculum setting, teaching content and the practice of innovation and Entrepreneurship. Currently, lot of the teachers of higher vocational garden technical specialty are the part-time teachers of the college graduates majoring in landscape architecture and the senior technical staff of the garden industry, although have rich garden theory knowledge and practical experience, but lack solid innovation theory knowledge and entrepreneurial experience. Many innovation entrepreneurship education curriculum taught by professional teachers in higher vocational colleges, only on the theoretical level, more empty and rigid, it will only lead to students losing interest in innovation and entrepreneurship education, lack of motivation, It is impossible to realize the significance and value of innovation and entrepreneurship education[4].

The curriculum system of landscape architecture is lack of scientific, innovative and systematic in Higher Vocational Colleges in Jiangsu. some vocational colleges have not set up independent innovation and entrepreneurship courses, but attached to courses such as employment guidance or career development planning, its contents are also lack of science and guidance, The class number is not guaranteed, teaching content is also difficult to match with teaching objectives; some higher vocational colleges only take innovation and entrepreneurship education as a pre-graduation employment guidance course or an elective course; didn't let innovation and entrepreneurship go into the whole education process, And lack of innovation and entrepreneurship practice platform; Some higher vocational colleges draw on the experience of other institutions, Taking innovation and entrepreneurship as the theme of lectures, skills competitions and design competitions to train students, but only a few students participate, most of them are in the wait-and-see shape, and innovation and entrepreneurship education effect has no significant effect.

At the same time, lack of innovation and entrepreneurship teaching materials, innovation and entrepreneurship courses have little connection with the professional courses of landscape architecture, which brings some difficulties and confusion to the implementation of innovative teaching. Most college students believe that the innovation and entrepreneurship courses offered by the current schools do not have much effect on innovation and entrepreneurship after graduation, it is also considered that the current teachers have deficiencies in their own innovation and entrepreneurship ability and experience, teaching methods, practical ability and comprehensive quality, it only in the theoretical teaching stage, cannot provide practical help for students' future innovation and entrepreneurship.

In conclusion, most vocational college landscape technology majors fail to combine the development status of local garden industry and their own school-running characteristics to set up corresponding innovation and entrepreneurship

courses, only the emphasis on theoretical examination, does not pay attention to the construction of the training base, the poor practice ability of the students, the lack of rationality of the teachers, the teaching method is unitary. If there is no suitable entry point to reform, it is bound to be quite difficult to cultivate innovative entrepreneurial talents.

C. Students have a strong desire for innovation and entrepreneurship but ill-prepared, innovation and entrepreneurship are stressful.

According to statistics, 58% of garden technology major students want to achieve their entrepreneurial dream by operating a flower shop, horticulture or instrument, design studios and other ways, in order to solve the employment pressure. But most students are bound by traditional ideas, and mistakenly equate innovation and entrepreneurship with the establishment of a business, which creates a certain fear and does not dare to put into action. At the same time, because of the lack of innovative entrepreneurial practice teaching, causes students own professional quality is low, the innovation ability and practical ability is not strong, the lack of independent innovation and entrepreneurship confidence, which brings students a high entrepreneurship pressure. The cultivation of innovation and entrepreneurship ability requires special training for students, and training in innovation and entrepreneurship practice to improve vocational skills and innovation and entrepreneurship ability. However, most vocational colleges have little or no investment in the innovation and entrepreneurship education of landscape architecture, which fails to provide practical platforms for students, leads to the lack of innovation and entrepreneurship ability of students.

D. Schools and enterprises, the society lacks of helping each other, innovation and entrepreneurship base construction is not perfect.

Innovation and entrepreneurship education is not a short training, but to feed into the whole system of higher vocational education, is not merely teach book knowledge, but should pay attention to innovation and entrepreneurship practice experience, and thus the construction and operation of innovative and entrepreneurial base in higher vocational colleges is very important. As the material basis of innovation and entrepreneurship teaching practice, innovation and entrepreneurship base is the key to improve students' practical ability, and also the advantage of higher vocational colleges. Through the construction of teaching and scientific research practice base, improve teachers' practical ability and all kinds of their own skills, cultivating a batch of innovative and entrepreneurial teachers to meet the needs of modern garden teaching [5].

However, the construction of innovation and entrepreneurship base in higher vocational colleges is not perfect, there is a lack of association between school and business and society in operation, lack of support for the hardware facilities, venues and funds needed for innovation and entrepreneurship base, lack of support from the garden industry, society and other outside world, the industrial chain is unsound, so that the innovation and entrepreneurship base is not actually functioning, it has lost its existence value as a prestige project for people to visit. Although the state has also introduced a series of policies to support innovation and entrepreneurship education, but lack of the mutual assistance of local government, schools and garden enterprises, it is difficult to guarantee the smooth implementation of innovation and entrepreneurship education.

III. REFORM MEASURES FOR THE INNOVATION AND ENTREPRENEURSHIP EDUCATION OF GARDEN TECHNOLOGY IN HIGHER VOCATIONAL COLLEGES

Cultivating innovative and entrepreneurial talents is a new subject of education development and reform of higher vocational garden technology major in the current situation, the aim is not only to cultivate more practitioners in landscape architecture, but also to cultivate more innovative entrepreneurs. Higher vocational garden technology education

should integrate innovation and entrepreneurship education with professional education, this is the key to innovative entrepreneurial talent training [6]. The training quality of innovative entrepreneurial talents in some extent depends to the quality of innovation and entrepreneurship teaching practice, therefore, deepening the cooperation between colleges and enterprises, effective use of social resources, accelerate the construction of innovative entrepreneurial base, meet the demand of students' innovative and entrepreneurship, to ensure the smooth operation of the innovative and entrepreneurship teaching practice [7].

A. Set accurate training objectives for innovative and entrepreneurial talents

The progress of society and the development of the garden industry make education of talents in the training mode unable to meet the demand of the current garden industry for high-quality talents. The upgrading of the talent level in the garden will inevitably lead to the update of the talent-training target. Landscape enterprises are constantly improving in scale, quantity and management level, higher requirements for the ability of innovation and creativity of practitioners [8]. However, the traditional education mode is still maintained in the higher vocational colleges of garden class, it is difficult to meet the needs of enterprises; therefore, it is of great importance to improve the cultivation goal of landscape professionals in higher vocational colleges.

According to the needs of the garden industry, the goal of the cultivation of garden professionals in higher vocational colleges should aimed at cultivating students' innovative entrepreneurial qualities. The cultivated garden talents are not only the single operator of the some garden construction link, the green space conservation or the design link, more should be participant or implementer of new technologies, and a comprehensive talent with certain management ability. Therefore, the goal of cultivating professional

talents in landscape architecture should strengthen the cultivation of students' innovation and entrepreneurship knowledge, skills, innovation and entrepreneurship ability and spirit.

B. The curriculum setting for the rational innovation and entrepreneurship talent training

Curriculum setting is the prerequisite for the realization of talents training goals and is an important link in innovation and entrepreneurship talent training. Innovation and entrepreneurship education's curriculum setting is not only to teach students how to engage in entrepreneurial activities, but also aimed at cultivating students' innovative entrepreneurial skills, abilities and spirits [9].

Innovation and entrepreneurship education's curriculum has at least four levels of content: Innovation and entrepreneurship foundation courses, innovation and entrepreneurship technology courses, innovation and entrepreneurship development courses and innovation and entrepreneurship practical training. the foundation course of innovation and entrepreneurship is mainly based on theoretical learning, which trains the students' innovation and entrepreneurship knowledge and consciousness; The study of innovation and entrepreneurship technology courses is the stage of cultivation of students' garden skills and innovative entrepreneurial thinking ability; through learning innovation and entrepreneurship development courses, integrate innovative entrepreneurial knowledge and professional skills, and cultivate students' innovative entrepreneurial skills and spirit of exploration;. Finally, we train the students' comprehensive ability of innovation and entrepreneurship by the training platform.

C. Improve the teaching mode of innovation and entrepreneurship cultivation

The teaching mode of innovation and entrepreneurship cultivation must be transformed from traditional teaching to discovery guided teaching, to train students' innovative ability and thinking. the teaching should integrate innovation

and entrepreneurship education and landscape architecture courses, emphasizing the openness and flexibility of teaching content, For cultivating students' flexible and keen mind, students are motivated to study independently and creatively through the form of topic discussion [10]. Innovation and entrepreneurship teaching mode based on practical teaching. The teaching is carried out in the form of entrepreneurial project teaching method, entrepreneurial scene simulation method and successful case analysis method and so on, to maximize extent transfer the motivation and initiative of students to learn, achieve the goal of cultivating students' comprehensive abilities such as communication, teamwork, problem solving and innovation and entrepreneurship and so on.

D. Strengthen the training of innovation and entrepreneurship teachers

At present, the biggest constraint of innovation and entrepreneurship talent training in vocational colleges is the lack of teachers who have the quality of innovation and entrepreneurship. It is necessary to make up for the shortage of qualified teachers for the successful cultivation of innovative and entrepreneurial talents of garden major in higher vocational college. First, vocational colleges should attach importance to the training of teachers in various types of innovation and entrepreneurship, at the same time; vocational colleges should arrange teachers to work in the corresponding jobs to take corporate exercise. Encourage teachers to carry out innovation and entrepreneurship practice teaching, innovative teaching demonstration, innovative teaching exchange, etc., to improve the level of innovation and entrepreneurship teaching, and formulate certain incentive policies to guide them. In addition, the higher vocational colleges can hire Landscape entrepreneurs with academic background and entrepreneurial experience as a part-time teacher, in this way, we can build an innovative entrepreneurial teachers team of teachers, successful entrepreneurs and gardeners [11].

E. Establish an innovation and entrepreneurship platform

The key to innovation and entrepreneurship education is practical teaching, and innovation and entrepreneurship platform is an important part of innovation and entrepreneurship talent training. The practicability and effectiveness of innovation and entrepreneurship platform has always been the bottleneck of innovation and entrepreneurship education. Taking the Jiangsu Animal Husbandry and Veterinary College as an example, the school can provide funds, shops and technical guidance and so on to guide students to open innovation societies (art glitter association, specimen association, flower arts association, etc.)and operating innovative and entrepreneurship entity stores(flower art shop, flower shop, design studio, etc.), the full use of campus training base (Jiangsu modern livestock demonstration garden, the design, construction of Jiangsu traditional Chinese medicine science and technology park, planting and maintenance of garden plants, etc.) Off-campus cooperative enterprise(pre-employment training for students), Jointly drive innovation and entrepreneurship education, let innovation and entrepreneurship education permeate every stage of higher vocational education.

IV. CONCLUSION

The development of the current social and garden industry's demand for garden innovation and entrepreneurship talents is becoming more and more urgent. And how to garden type higher vocational colleges solve their own development problems, keep up with the times, presented to us as a new subject. In the face of this problem, this article puts forward the reform measures of innovation and entrepreneurship education from correctly positioning talents training objectives, set up a reasonable course system. Improve teaching mode, strengthening the establishment of faculty, set up a platform for innovation and entrepreneurship and so on a few fronts, can more effectively coordinate the tripartite collaboration between society, enterprises and schools, to provide guarantee for the cultivation of

innovative entrepreneurial talents. In addition, the effect of the garden innovation and entrepreneurship talent training system constructed in this article, pending further examination of time, each garden type higher vocational college also needs to adjust according to its own characteristics.

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