

Research on Cultivating Innovation and Entrepreneurship Abilities of College Students under the Guidance of School-enterprise Cooperation

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Abstract: School-enterprise cooperation can provide guidance and assistance for the cultivation of innovation and entrepreneurship abilities of college students. To leverage the role of school enterprise cooperation effectively, it is necessary to analyze the influencing factors such as practical opportunities, resource sharing, and teacher guidance. Then, based on the actual situation, it is necessary to adopt strategies such as incorporating the school enterprise cooperation module into innovation and entrepreneurship related courses, collaborating with enterprises to carry out actual innovation and entrepreneurship projects, establishing a school-enterprise communication platform, and providing support platforms such as school-enterprise cooperation and entrepreneurship parks and incubators. By promoting school-enterprise cooperation, more practical results can be generated, and more efforts can be made to cultivate the innovation and entrepreneurship abilities of college students.

Keywords: School-enterprise Cooperation; College Students; Innovation and Entrepreneurship

1. Introduction

In today's era, innovation comes the first. Failure to innovate will inevitably lead to extinction. As the main force of the country's future construction, college students must make cultivating innovation and entrepreneurship abilities an important task. School-enterprise cooperation can expose college students to things outside of campus and provide them with practical opportunities. This plays an important role in cultivating the innovation and entrepreneurship abilities of college students. However, theoretical analysis and verification alone are not enough. It is more important to

effectively implement school enterprise cooperation and continuously adjust and transform based on actual situations.

2. The Influencing Factors of School-Enterprise Cooperation on the Innovation and Entrepreneurship Ability of College Students

2.1. Practical Opportunities

In school-enterprise cooperation, students can have many practical opportunities. This has also become an important support for exercising their practical abilities; When practical abilities are enhanced, innovation and entrepreneurship abilities will be enhanced. After learning relevant theories, college students may feel helpless and unsure of how to approach practical problems if they cannot be verified through practice. Conducting practical exercises can help them achieve a leap from theoretical learning to practical application. Specifically, in school enterprise cooperation, students can gain a deeper understanding of the operational laws of relevant industries and markets through practical experience in enterprises. This is beneficial for them to better grasp market demand, and then engage in thinking and exploration in product innovation and business model reform. This experience will plant a seed of confidence in the hearts of students, enabling them to hold their ground and move forward steadily in the process of innovation and entrepreneurship. [1] College students need network resources for innovation and entrepreneurship, and blindly venturing alone is difficult to succeed. Students can not only gain practical opportunities from enterprises, but also broaden their network resources through practice. For example, students can have direct contact with industry professionals, not only to gain valuable experience and insights, but also to establish networking relationships and receive certain

support and guidance in innovation and entrepreneurship. In addition, students can also exercise their teamwork skills in the practical process, understand the importance of building a team, and actively seek like-minded individuals to move forward together on the path of innovation and entrepreneurship.

2.2. Resource Sharing

The cultivation of innovation and entrepreneurship abilities among college students is an important educational undertaking. This requires a continuous supply of resources, and the resources provided by schools are not only limited but also relatively narrow. If we can obtain richer and broader resources through cooperation with enterprises, we can create a good situation of resource sharing and enable college students to receive better training. Professional knowledge and skills are one of the important resources. The knowledge and skills learned by college students in school often lag behind, making it difficult to keep up with the latest market demands. As a market entity, enterprises will inevitably make adjustments based on market demand at any time. Therefore, college students can access the latest professional knowledge and skills through school enterprise cooperation, which can help them find the right starting point in the process of innovation and entrepreneurship. Entrepreneurship resources are also an important part of resource sharing. Entrepreneurship is not easy and often involves significant risks. For college students who have not been trained and beaten by society, blindly starting a business is easy to fail. It not only causes financial losses, but also greatly undermines their confidence and makes them unable to recover. School enterprise cooperation can provide students with entrepreneurial resources, without requiring them to bear all risks alone. Enable students to take a bold step forward in innovation and entrepreneurship, unleashing their best abilities and abilities. Even if they experience failures, they will not be discouraged or afraid to make a comeback. Overall, resource sharing under school enterprise cooperation can create a better innovation and entrepreneurship environment for students. And sharing is two-way, and enterprises can also achieve new development when college students make achievements.

2.3. Teacher Guidance

A teacher is a person who preaches, imparts knowledge, and solves doubts. Everyone needs the guidance of a teacher to acquire useful knowledge and embark on the right path. There are teachers in the school who mainly convey various theoretical knowledge to students and guide them to establish correct values. From the perspective of innovation and entrepreneurship, there are very few teachers in schools who have entrepreneurial experience. Therefore, the knowledge they convey to students may lack personal insights, which affects the effectiveness of their education. After cooperating with enterprises, universities can invite experts with rich entrepreneurial experience and skills from the enterprises to serve as teachers. The knowledge they convey tends to be more practical, which can better teach students how to practice and operate. For example, how to respond to market changes, how to manage teams, how to conduct strategic planning, etc. [2] The entrepreneurial process is full of difficulties and obstacles, and failure is a common occurrence. If entrepreneurs find it difficult to bear failure, it will be difficult to stand up and start over again. Teachers without entrepreneurial experience find it difficult to reach the depths of their students' hearts when teaching them how to face failure, and the knowledge conveyed can be dull and lacking in uniqueness. Enterprise personnel with entrepreneurial experience can combine their own entrepreneurial experiences to describe the psychological dynamics of entrepreneurial failures, so that students can empathize and resonate deeply in their hearts. This is beneficial for them to better learn the relevant knowledge and skills to cope with setbacks, and can also build a "preparatory position" at the psychological level. It can provide timely buffering when encountering setbacks.

3. The Implementation Strategy of School-Enterprise Cooperation on the Innovation and Entrepreneurship Ability of College Students

3.1. To Incorporate the School-Enterprise Cooperation Module into Innovation and Entrepreneurship Related Courses

Cultivating the innovation and entrepreneurship abilities of college students should not only be based on slogans, but also on offering courses related to innovation and entrepreneurship, and

then effectively starting the training process through course teaching. In the perspective of school-enterprise cooperation, it should also be included in the curriculum. On the one hand, this can enrich the course content; On the other hand, this can also provide support for related research on school enterprise cooperation, making school-enterprise cooperation more professional. The school-enterprise cooperation module should include practical cases, sharing of enterprise experience, industry research, and other content. This can help students understand and master the core concepts and practical skills of innovation and entrepreneurship. For teachers, based on these contents, more valuable training tasks can be designed, which can effectively cultivate students' innovative thinking and entrepreneurial abilities in the process of completing tasks. To ensure that the school-enterprise cooperation module is effectively incorporated into innovation and entrepreneurship related courses, it is not enough to only absorb textual content or already formed images, videos, and other content; We also need to pay attention to the "people" behind it, because "people" are the key to the construction and application of these contents. [3] The school should invite personnel from enterprises related to these contents to participate in course teaching, allowing them to further elaborate and explain through their personal experiences. In order to ensure that students can keep up and understand, teachers should play a good role as converters, answer questions and clarify doubts for students in a timely manner, so that students can better understand and master. With the development of the times, entrepreneurship and its courses need to be constantly innovated, and the school enterprise cooperation module cannot remain unchanged. Therefore, school-enterprise cooperation should take the delivery of the latest content of school enterprise cooperation modules as an important condition. It can ensure that innovation and entrepreneurship courses can play their due role in cultivating students' innovation and entrepreneurship abilities.

3.2. To Collaborate with Enterprises to Carry Out Practical Innovation and Entrepreneurship Projects

The cultivation of innovation and entrepreneurship abilities requires practical training. When cooperating with enterprises, schools should take the initiative to jointly

research and explore innovative and entrepreneurial projects with practical value. To achieve this goal, the following points need to be achieved. One is to determine the goals and scope of the project. Enterprises should clearly provide market demand and their own development direction, with the aim of ensuring that innovation and entrepreneurship projects can follow the correct goals and be carried out within an appropriate scope. This can not only meet the requirements of exercising students' relevant abilities, but also generate commercial value for the project and assist in the development of the enterprise. The second is to form an innovation and entrepreneurship team. In the process of carrying out innovation and entrepreneurship projects, college students are participants, but their abilities and experience are limited, and they cannot fully rely on them to implement and promote. An excellent team must guide and assist from the sidelines to ensure the smooth execution of the project. The third is to conduct market research and competitive analysis. The market is constantly changing and developing, and we cannot simply copy past experiences. Therefore, for every innovation and entrepreneurship project carried out in cooperation between schools and enterprises, market research and competitive analysis should be conducted together with the enterprises. It ensures that innovation and entrepreneurship projects align with market positioning, allowing college students to develop innovative and entrepreneurial strategies based on new target customers when participating. The fourth is to develop a detailed project plan and schedule. In order to improve efficiency, it is necessary to develop detailed plans and schedules to guide college students in implementing them in an orderly manner. This can also enhance students' sense of time, making them understand that innovation and entrepreneurship must race against time, otherwise they will miss out on good opportunities due to falling behind. The project planner needs to anticipate potential issues that may arise in the project in advance, prepare contingency plans in advance, and ensure that the project can proceed smoothly according to the plan. The fifth is to conduct project monitoring. During the project implementation process, schools and enterprises need to closely monitor the progress of the project and conduct regular evaluations and assessments. The purpose is to promptly identify

existing problems and provide a basis for more targeted guidance to students after the project is completed.

3.3. To Establish a School-Enterprise Communication Platform and Strengthen Interaction Between Both Parties

School enterprise cooperation is not a result, but a process. Schools should not have the mindset of "buying and selling at once", but should continuously communicate with enterprises, jointly provide students with high-quality practical training opportunities, and provide more targeted guidance based on their practical situations. Specifically, in cultivating the innovation and entrepreneurship abilities of college students, the school enterprise communication platform should start from the following aspects. One is to build a platform that serves students. As students, both schools and enterprises should always pay attention to their training situation and work together to provide them with services. For example, when students intern in a company, the company should regularly report their internship status to the school through communication platforms, and then adjust their internship content based on the school's feedback to ensure that their strengths can be effectively utilized. The second is to establish a platform to serve the school. The cooperation between schools and enterprises should become a long-term career, providing continuous support for cultivating the innovation and entrepreneurship abilities of students year after year. [4] When schools and enterprises can rely on communication platforms for continuous dialogue, schools can continuously improve their innovation and entrepreneurship education models, make training strategies suitable for the needs of the times, and cultivate innovative and entrepreneurial talents who can shine in the new era. The third is to create a platform for serving enterprises. Enterprises also need to seek progress, and having innovative talents is the key to achieving this goal. Many enterprises only play the role of "providers" of practical venues in school enterprise cooperation, but rarely express their own demands in depth. In this way, the trained college students are often

uniform, and their support for the development of enterprises is limited. By relying on the school enterprise communication platform, enterprises can fully express their own demands, making the training of college students more directional and benefiting enterprises more. Regardless of the type of platform, the ultimate goal is to strengthen interaction between both parties, so that students, schools, and enterprises can all become beneficiaries. When this situation stabilizes, school-enterprise cooperation will be smoother and more efficient, and can contribute more to the cultivation of students' innovation and entrepreneurship abilities.

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