

Research on Cultivating Innovation and Entrepreneurship of Students in Local Universities Based on Data Mining

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Abstract: The "mass entrepreneurship and innovation" has been raised to a national strategy, and the cultivation of college students' innovation and entrepreneurship has become one of the urgent tasks of higher education reform. This paper designs a model for cultivating college students' innovation and entrepreneurship based on data mining technology. Firstly, we study the literature related to the cultivation of innovation and entrepreneurship ability of college students, select the influencing factors to build the index system of innovation and entrepreneurship ability cultivation, and determine the index level by expert survey method; then, we introduce big data mining technology to match the characteristics of college students' innovation and entrepreneurship ability cultivation, and use AHP hierarchical analysis method to establish the model of innovation and entrepreneurship ability cultivation; finally, we calculate and analyze the weight of each cultivation. Finally, by calculating and analyzing the corresponding weights of each cultivation indicator, we derived the main factors affecting the cultivation of college students' innovation and entrepreneurship ability, and proposed the feasible ability cultivation strategies.

1 INTRODUCTION

With the continuous development of society and the country's emphasis on education, the number of college graduates in China is increasing, and the employment pressure of college graduates comes with it. While college students are facing employment difficulties, there is a labor shortage phenomenon in society. This contradiction shows that there is a gap between the college students cultivated by the current college talent producing+ mechanism and the 21st century enterprise talent demand. Under the employment system of "Bidirectional options" for college students, creative talents with innovative and entrepreneurial consciousness and ability are more welcomed by the society. This paper will conduct an in-depth discussion and research on the factors influencing the cultivation of innovation and entrepreneurship among college students and determine the weight of each influencing factor from qualitative and quantitative perspectives, and propose countermeasures and suggestions.

2 RESEARCH ON THE FACTORS OF CULTIVATING INNOVATION AND ENTREPRENEURSHIP ABILITY OF COLLEGE STUDENTS IN GENERAL COLLEGES AND UNIVERSITIES

2.1 Index System for Cultivating Innovation and Entrepreneurship Ability of College Students

According to Chu Mingchang (2014), "strengthening the cultivation of college students' innovation and practice ability is the core of education reform in higher education", and that "college students' innovation and entrepreneurship training program project is an effective carrier to cultivate innovation and practice ability" (Chu, Li, Gao, 2014). Dong Yunfei and Zheng Libo (2014) believe that only through optimizing the innovation and

entrepreneurship curriculum system, establishing a multidisciplinary and comprehensive mentor team and building a practice platform for college students can we promote and enhance the innovation and entrepreneurship ability of college students (Dong, Zheng, 2014). According to Tang Genli (2009), the cultivation of innovation and entrepreneurship talents requires universities to "create a campus culture that encourages innovation and entrepreneurship, improve the curriculum system of innovation and entrepreneurship education, strengthen the construction of innovation and entrepreneurship teachers, cultivate innovation and entrepreneurship student teams, strengthen the construction of innovation and entrepreneurship practice bases, enhance the practical activities, and strengthen the support of the government and the community." (Tang 2009) Zhang Jihe and Zhang Fan (2011), put forward five countermeasures for the dilemma of cultivating practical innovation ability of undergraduate students in colleges and universities: "to construct personalized talent cultivation goals; to strengthen the support of practical teaching working conditions; to enrich and optimize the construction of practical teaching team; to establish a scientific and reasonable assessment and evaluation system and to support students to conduct scientific research practice training". (Zhang, Zhang, 2011) Qian Xiaoming, Rong Huawei and Qian Jingzhu (2014) believe that the "innovation and entrepreneurship training program for college students" education under the mentor ship system is an effective way for higher education institutions to do a good job in innovation and entrepreneurship education and guide students to carry out innovation and entrepreneurship training (Qian, Rong, Qian, 2014). In addition, Jiang Qian et al. (2016) gave the path of cultivating innovation and practice ability of college students from three levels, and believed that students should cultivate interests and hobbies, cultivate innovation consciousness, teachers should

establish the education idea of innovation and practice, strengthen the construction of teaching team, and "the interaction of scientific research and teaching, innovation and practice in parallel, while the school should create innovation and entrepreneurship training system and build In order to promote the orderly development of innovation and entrepreneurship education, the school should create an innovation and entrepreneurship training system and build a network platform (Jiang, Liu, Hu, Wu, 2016). Chen Yong (2016) pointed out that universities should strengthen the construction of full-time teachers of innovation and entrepreneurship education, enhance training in innovation and entrepreneurship education, encourage teachers to strengthen theoretical research on innovation and entrepreneurship education, and actively create conditions to encourage them to go deeper into practice and cultivate them into groups with both theoretical knowledge and practical experience (Chen 2016).

This paper constructs a five-dimensional structural model that affects the cultivation of innovation and entrepreneurship ability. The five dimensions are: 1. Talent cultivation objectives and modes; 2. Training and construction of faculty team; 3. Teaching Content and Curriculum Design; 4. financial and policy support; 5. Experimental and practical teaching management. For the above 5 dimensional contents, 5 experts and scholars were asked to carry out repeated discussions and finally came up with 20 specific influential contents. In this way, according to the principle of AHP hierarchical analysis, this paper divides the index system according to the target level, criterion level and program level, and constructs the hierarchical structure model of innovation and entrepreneurship cultivation of college students in local universities; Table 1 shows the evaluation system of influence factors of innovation and entrepreneurship cultivation in local universities.

Table 1 Evaluation system of factors influencing the cultivation of innovation and entrepreneurship in local Universities

<i>Target layer</i>	<i>Criterion layer</i>	<i>Scheme layer</i>
A: Cultivation of innovation and entrepreneurial ability in local universities	B1 Talent cultivation objectives and modes	C1 Clarify the goal of cultivating talents for innovation and entrepreneurship education C2 In-depth integration of innovation and entrepreneurship education with professional education C3 Establish a mentorship-based innovation and entrepreneurship training program for college students C4 Curriculum structure and teaching contents meet the needs of innovative and entrepreneurial talents
	B2 Training and construction of faculty team	C5 Create a team of teachers for innovation and entrepreneurship practice C6 Establish a multidisciplinary comprehensive mentor team C7 Create a training system for innovation and entrepreneurship C8 Use social power to form part-time teachers

	B3 Teaching Content and Curriculum Design	C9 Establish the Educational Ideology of Innovation and Practice C10 Improve the Innovation and Entrepreneurship Curriculum System C11 Conduct lectures on innovation and entrepreneurship knowledge C12 Construct a classroom teaching mode that emphasizes both theory and practice C13 Establish a scientific examination and evaluation system for innovation and entrepreneurship education courses
	B4 Financial and policy support	C14 Strengthen the support of practical teaching working conditions C15 Create a training system for innovation and entrepreneurship C16 Create a campus culture that encourages innovation and entrepreneurship C17 Strengthen the support from the government and the society
	B5 Experimental and practical teaching management	C18 Build a platform for innovation and entrepreneurship practice C19 Cultivate innovative and entrepreneurial student teams C20 Strengthen the construction of innovation and entrepreneurship practice bases

Table 2 Significance scale meaning table

<i>Importance scale</i>	<i>Interpretation and description</i>
1	Indicates that two factors have the same importance
3	Indicates that one element is slightly more important than the other
5	Indicates that one element is more important than the other
7	Indicates that one element is more important than the other
9	Indicates that one element is more important than the other
2, 4, 6, 8	is the median value of the above adjacent judgments
Inverse value	When i is compared with j, it is given the value of some criterion above; when j is compared with i, the weight value is the inverse of that criterion

Table 3 Average random consistency indexRIstandard values (different standards are different,RIand the values may have slight differences)

Matrix order	1	2	3	4	5	6	7	8	9	10
RI	0	0	0.58	0.90	1.12	1.24	1.32	1.41	1.45	1.49

2.2 Big Data Mining Technology

2.2.2 Construction of Judgment Matrix

2.2.1 Establishing Hierarchical Structure Model

Hierarchical analysis divides the goal, the factors to be considered (decision criteria) and the decision object into the highest level, the middle level and the lowest level according to their interrelationship, and draws a hierarchical structure diagram. The highest level refers to the purpose of the decision, the problem to be solved. The lowest level refers to the alternatives in decision making. The middle level refers to the factors to be considered, the criteria for decision making. For the two adjacent layers, the higher layer is called the objective layer and the lower layer is the factor layer.

Using the consistency matrix method, factors are compared with each other in pairs. If there be n factors in a given stratum, $X = \{x_1, x_2, \dots, x_n\}$, if you want to rank the degree of influence of n factors on an objective at the upper level, a_{ij} is the result of comparing the importance of factor i with that of factor j. Table 2 shows the nine levels of importance and their assigned values. The matrix formed by the results of a comparison is called the judgment matrix.

$$A = (a_{ij})_{n \times n} = \begin{pmatrix} a_{11} & a_{12} & \dots & a_{1n} \\ a_{21} & a_{22} & \dots & a_{2n} \\ \vdots & \vdots & \vdots & \vdots \\ a_{n1} & a_{n2} & \dots & a_{nn} \end{pmatrix}$$

Where

$$a_{ij} = \frac{1}{a_{ji}}$$

The judgment descaling methods of the matrix factors a_{ij} are as follows (Table 2).

The judgment matrix satisfies the property 1, $a_{ij} > 0$; 2, $a_{ij} = \frac{1}{a_{ji}}$; 3, $a_{ii} = 1$, is then a positive reciprocal matrix.

2.2.3 Calculate the Single Ranking Weight Vector and Do Consistency Test

The process of determining the degree of influence of each factor at the lower level on a factor at the upper level is called hierarchical single ranking. The degree of influence is expressed in terms of weights, The weights of each of the n influencing factors are w_1, w_2, \dots, w_n , then the judgment matrix is

$$A = \begin{pmatrix} 1 & \frac{w_1}{w_2} & \dots & \frac{w_1}{w_n} \\ \frac{w_2}{w_1} & 1 & \dots & \frac{w_2}{w_n} \\ \vdots & \vdots & \ddots & \vdots \\ \frac{w_n}{w_1} & \frac{w_n}{w_2} & \dots & 1 \end{pmatrix}$$

Where

$$\frac{w_i}{w_j} = \frac{w_i}{w_k} \cdot \frac{w_k}{w_j}$$

That $a_{ik} \cdot a_{kj} = a_{ij}$ $i, j = 1, 2, \dots, n$ is, In the positive and negative matrix A , if $a_{ik} \cdot a_{kj} = a_{ij}$, then it is a consistent array.

Whether the hierarchical single ordering can be confirmed, where, the unique non-zero characteristic root of a consistent array of n th order is n ; maximum characteristic roots of n th order positive reciprocal inverse array is $\lambda \geq n$, when and only when $\lambda = n$, A is the consistent matrix.

Since λ continuous depends, a_{ij} , then more λ larger than A , the more serious the inconsistency of A . The consistency was calculated by index CI . The smaller the CI is, indicating that the greater the consistency is.

$$CI = \frac{\lambda - n}{n - 1}$$

When $CI = 0$, there is complete consistency; when CI close to 0, there is satisfactory consistency; when CI is grow bigger, the inconsistency grow more seriously.

For measuring the value of CI , stochastic consistency indicator RI is introduced.

$$RI = \frac{CI_1 + CI_2 + \dots + CI_n}{n}$$

where, the stochastic consistency indicator RI is related to the order of the judgment matrix, and in general, the greater the order of the matrix, the greater the possibility of random deviation of consistency, and its correspondence is shown in Table 3.

Considering that deviations from consistency may be due to random causes, in testing whether the judgment matrix is satisfactorily consistent, it is also necessary to compare CI with the stochastic consistency index RI , the test coefficients are derived as follows

$$CR = \frac{CI}{RI}$$

Generally, if $CR < 0.1$ then the judgment matrix is considered to pass the consistency test, otherwise it does not have satisfactory consistency.

2.2.4 Calculate the Total Ranking Weight Vector and do the Consistency Test

Calculation of the weights of the relative importance of all factors at a given level to the highest level (the overall objective) is called the overall ranking of the levels. A level has m factors A_1, A_2, \dots, A_m , the ranking of the total objective Z is a_1, a_2, \dots, a_m . B level has n factors, the hierarchical single ranking of factor A_j in upper level A is $b_{1j}, b_{2j}, \dots, b_{nj}$, $j = 1, 2, \dots, m$, the total hierarchical ordering of the B levels is:

$$B1: a_1 b_{11} + a_2 b_{12} + \dots + a_m b_{1m}$$

$$B2: a_1 b_{21} + a_2 b_{22} + \dots + a_m b_{2m}$$

$$Bn: a_1 b_{n1} + a_2 b_{n2} + \dots + a_m b_{nm}$$

The weight value of the total objective is.

$$\sum_{j=1}^m a_j b_{ij}$$

The consistency ratio of the hierarchical total ranking is

$$CR = \frac{a_1 CI_1 + a_2 CI_2 + \dots + a_m CI_m}{a_1 RI_1 + a_2 RI_2 + \dots + a_m RI_m}$$

At $CR < 0.1$ that time, the hierarchical total ranking is considered to pass the consistency test.

2.3 Research Steps of Countermeasures for Cultivating Innovation and Entrepreneurship Ability of College Students

Take the cultivation of college students' innovation and entrepreneurship ability as the target layer, each factor of the evaluation system as the criterion layer, and the cultivation countermeasures as the program layer. Experts and scholars are invited to assign values to the factors in the index system respectively

according to the importance scale meaning table (Table 2).

2.3.1 Hierarchical Single Ranking

The judgment matrix of the criterion layer of factors influencing the cultivation of innovation and entrepreneurship ability of college students in local universities is calculated. Among them, the weights indicate the weights of the five influencing factors of the criterion layer on the degree of influence of the upper target layer. Table 4 shows the judgment results.

Table 4 Judgment matrix of the criterion layer

	A	B1	B2	B3	B4	B5	Wi
Talent cultivation objectives and modes	B1	1	1.9	2.5667	2.55	2.3667	0.2708
Training and construction of faculty team	B2	1.8167	1	3.8	3.6	3.2	0.3221
Teaching Content and Curriculum Design	B3	1.1567	0.2733	1	2.2667	2.2667	0.1599
Financial and policy support	B4	1.3567	0.2833	0.9	1	0.7667	0.1168
Experimental and practical teaching management	B5	1.1667	0.3167	0.9	1.9	1	0.1303

Table 5 Judgment Matrix of Talent Cultivation Objectives and Modes Factors

	B1	C1	C2	C3	C4	Wi	λ_{max}
Clarify the goal of cultivating talents for innovation and entrepreneurship education	C1	1	1.6	2.4667	1.1667	0.2689	5.4623
In-depth integration of innovation and entrepreneurship education with professional education	C2	1.1333	1	1.5333	1.3333	0.2274	
Establish a mentorship-based innovation and entrepreneurship training program for college students	C3	0.8667	1.4667	1	0.9167	0.1912	
Curriculum structure and teaching contents meet the needs of innovative and entrepreneurial talents	C4	1.85	2.04	2.2667	1	0.3125	

Table 6 Judgment Matrix of Cultivation and construction of faculty Factors

	B2	C5	C6	C7	C8	Wi	λ_{max}
Create a team of teachers for innovation and entrepreneurship practice	C5	1	2.25	2.5	2.7	0.3543	5.4593
Establish a multidisciplinary comprehensive mentor team	C6	1.1833	1	1.9667	2.3667	0.2734	
Create a training system for innovation and entrepreneurship	C7	0.6833	1.2	1	2	0.2036	
Use social power to form part-time teachers	C8	0.65	1.1667	1	1	0.1688	

Table 7 Judgment matrix of Teaching Content and Curriculum Design factors

	B3	C9	C10	C11	C12	C13	Wi	λ_{max}
Establish the Educational Ideology of Innovation and Practice	C9	1	0.6833	1.5	1.0667	1.3667	0.153	6.6128
Improve the Innovation and Entrepreneurship Curriculum System	C10	2.5	1	3.6	2.7	3.6	0.3478	

Conduct lectures on innovation and entrepreneurship knowledge	C11	1.35	0.29	1	0.8333	0.6333	0.1079
Construct a classroom teaching mode that emphasizes both theory and practice	C12	2.65	0.6733	2.8667	1	3.4	0.2529
Establish a scientific examination and evaluation system for innovation and entrepreneurship education course	C13	1.84	0.3067	2.9	0.3	1	0.1384

Table 8 Judgment matrix of financial and policy support factors

	B4	C14	C15	C16	C17	Wi	λ_{max}
Strengthen the support of practical teaching working conditions	C14	1	2.3333	2.5667	2.3667	0.3286	5.8961
Create a training system for innovation and entrepreneurship	C15	1.3667	1	3.6	3.2667	0.33	
Create a campus culture that encourages innovation and entrepreneurship	C16	1.15	0.2833	1	1.5333	0.1547	
Strengthen the support from the government and the society	C17	1.28	0.8067	1.4667	1	0.1866	

Table 9 Judgment matrix of Experimental and practical teaching management factors

	B5	C18	C19	C20	Wi	λ_{max}
Build a platform for innovation and entrepreneurship practice	C18	1	2.4667	2.5333	0.4396	4.1922
Cultivate innovative and entrepreneurial student teams	C19	0.8833	1	1.2667	0.2463	
Strengthen the construction of innovation and entrepreneurship practice bases	C20	1.3567	1.65	1	0.3141	

In Table 4, "Talent Cultivation Objectives and Mode" and "Training and construction of faculty team" have the highest weights, indicating that these two factors are very crucial to the cultivation of college students' innovation and entrepreneurship.

In Table 5, the highest weight is given to "Clarify the goal of cultivating talents for innovation and entrepreneurship education", which indicates that the positioning of talents' goal is the platform to guide the teaching practice afterwards.

In Table 6, "Create a team of teachers for innovation and entrepreneurship practice" has the highest weight and plays a relatively important role in "Training and construction of faculty team".

In Table 7, "Improve the Innovation and Entrepreneurship Curriculum System" has the highest weight, which indicates that reforming the innovation and entrepreneurship curriculum and building a classroom teaching mode with equal emphasis on "theory and practice" are important aspects to improve the innovation and entrepreneurship ability of college students.

In Table 8, "Strengthen the support of practical teaching working conditions" has the highest weight, which indicates that the effective support of supporting facilities is indispensable in cultivating the

innovation and entrepreneurial ability of college students.

In Table 9, the highest weight is given to "Build a platform for innovation and entrepreneurship practice", followed by Strengthen the construction of innovation and entrepreneurship practice bases, which indicates that strengthening the practical activities is the key to improving the innovation and entrepreneurship ability of college students.

Tables 10 and 11 are the consistency tests of the above judgment matrix.

It can be seen through Table 11 that the above judgment matrix CR values are all less than 0.1, which passed the consistency test, that is, when comparing all the results together, there is no inconsistency in the comparison results.

Table 10 Random consistency RI table

n-order	3	4	5	6	7	8	9	10
RI value	0.52	0.89	1.12	1.26	1.36	1.41	1.46	1.49

Table 11 Consistency test

<i>Judgment matrix</i>	λ_{max}	CR	(CR<0.1)
Talent cultivation objectives and modes	5.4623	0.080	Pass
Training and construction of faculty team	5.4593	0.050	Pass
Teaching Content and Curriculum Design	6.6128	0.090	Pass
Financial and policy support	5.8961	0.079	Pass
Experimental and practical teaching management	4.1922	0.052	Pass

2.3.2 Total Hierarchical Ranking

of innovation and entrepreneurship ability of local university students, as shown in the following figure:

Based on the above research, we now rank the weights of the indicator system of the factors influencing the cultivation

Table 12 Weight distribution of the index system of factors influencing the cultivation of innovation and entrepreneurship in local universities

<i>Criterion layer</i>	<i>Weight</i>	<i>Scheme layer</i>	<i>Weight</i>
B1 Talent cultivation objectives and modes	0.2708	C1 Clarify the goal of cultivating talents for innovation and entrepreneurship education	0.0728
		C2 In-depth integration of innovation and entrepreneurship education with professional education	0.0616
		C3 Establish a mentorship-based innovation and entrepreneurship training program for college students	0.0518
		C4 Curriculum structure and teaching contents meet the needs of innovative and entrepreneurial talents	0.0846
B2 Training and construction of faculty team	0.3221	C5 Create a team of teachers for innovation and entrepreneurship practice	0.1141
		C6 Establish a multidisciplinary comprehensive mentor team	0.0881
		C7 Create a training system for innovation and entrepreneurship	0.0656
		C8 Use social power to form part-time teachers	0.0544
B3 Teaching Content and Curriculum Design	0.1599	C9 Establish the Educational Ideology of Innovation and Practice	0.0245
		C10 Improve the Innovation and Entrepreneurship Curriculum System	0.0556
		C11 Conduct lectures on innovation and entrepreneurship knowledge	0.0173
		C12 Construct a classroom teaching mode that emphasizes both theory and practice	0.0404
B4 Financial and policy support	0.1168	C13 Establish a scientific examination and evaluation system for innovation and entrepreneurship education courses	0.0221
		C14 Strengthen the support of practical teaching working conditions	0.0384
		C15 Create a training system for innovation and entrepreneurship	0.0386
		C16 Create a campus culture that encourages innovation and entrepreneurship	0.0181
B5 Experimental and practical teaching management	0.1303	C17 Strengthen the support from the government and the society	0.0218
		C18 Build a platform for innovation and entrepreneurship practice	0.0573
		C19 Cultivate innovative and entrepreneurial student teams	0.0321
		C20 Strengthen the construction of innovation and entrepreneurship practice bases	0.0409

Table 13 The weighting of the index system of factors influencing the cultivation of innovation and entrepreneurship of college students in local universities

<i>No.</i>	<i>Indicator Name</i>	<i>Weight</i>	<i>Rank</i>
C5	Create a team of teachers for innovation and entrepreneurship practice	0.1141	1
C6	Establish a multidisciplinary comprehensive mentor team	0.0881	2
C4	Curriculum structure and teaching contents meet the needs of innovative and entrepreneurial talents	0.0846	3
C1	Clarify the goal of cultivating talents for innovation and entrepreneurship education	0.0728	4
C7	Create a training system for innovation and entrepreneurship	0.0656	5
C2	In-depth integration of innovation and entrepreneurship education with professional education	0.0616	6
C18	Build a platform for innovation and entrepreneurship practice	0.0573	7
C10	Improve the Innovation and Entrepreneurship Curriculum System	0.0556	8
C8	Use social power to form part-time teachers	0.0544	9
C3	Establish a mentorship-based innovation and entrepreneurship training program for college students	0.0518	10
C20	Strengthen the construction of innovation and entrepreneurship practice bases	0.0409	11
C12	Construct a classroom teaching mode that emphasizes both theory and practice	0.0404	12
C15	Create a training system for innovation and entrepreneurship	0.0386	13
C14	Strengthen the support of practical teaching working conditions	0.0384	14
C19	Cultivate innovative and entrepreneurial student teams	0.0321	15
C9	Establish the Educational Ideology of Innovation and Practice	0.0245	16
C13	Establish a scientific examination and evaluation system for innovation and entrepreneurship education courses	0.0221	17
C17	Strengthen the support from the government and the society	0.0218	18
C16	Create a campus culture that encourages innovation and entrepreneurship	0.0181	19
C11	Conduct lectures on innovation and entrepreneurship knowledge	0.0173	20

Table 12 shows that the five influencing factors at the guideline level can be ranked from the largest to the smallest in terms of weight: Training and construction of faculty team >Talent cultivation objectives and modes> Teaching Content and Curriculum Design >Experimental and practical teaching management > financial and policy support.

Through Table 13, we can conclude that "Create a team of teachers for innovation and entrepreneurship practice" "Establish a multidisciplinary comprehensive mentor team" Curriculum structure and teaching contents meet the needs of innovative and entrepreneurial talents" "Clarify the goal of cultivating talents for innovation and entrepreneurship education" "Create a training system for innovation and entrepreneurship" "In-depth integration of innovation and entrepreneurship education with professional education"" Build a platform for innovation and entrepreneurship practice" "Improve the Innovation and Entrepreneurship Curriculum System" and "Use social power to form part-time teachers" ranked high. Although other indicators have relatively low weights, they are also indicators that cannot be ignored in the cultivation of college

students' innovation and entrepreneurship ability.

3 COUNTERMEASURES FOR CULTIVATING INNOVATION AND ENTREPRENEURSHIP ABILITY OF COLLEGE STUDENTS IN LOCAL COLLEGES AND UNIVERSITIES

3.1 Improve the Innovation and Entrepreneurship Education System of College Students

To improve the innovation and entrepreneurship education system of college students, it is necessary to clarify the goal of cultivating talents for innovation and entrepreneurship education, cultivate innovative spirit and innovative thinking, improve innovation and entrepreneurship ability, and promote students' personalized development and comprehensive

quality. Formulate the route of cultivating innovative and entrepreneurial talents, establish the collaborative education mode of innovation and entrepreneurship, and achieve the synergy of faculty and department, school-school synergy, school-enterprise synergy and government-enterprise synergy.

3.2 Create a Team of Innovation and Entrepreneurship Practice Teachers and a Multidisciplinary Comprehensive Mentor Team

Schools can select teachers from various disciplines to form innovation and entrepreneurship practice teams and multidisciplinary comprehensive mentor teams, not only to give students guidance on professional knowledge, but also to better explore students' own potential and give them positive guidance in actual projects. The composition of the teachers in the team is very important, and it is important to focus on the teachers' practical experience in the industry and provide them with opportunities for training and upgrading, so as to create a team of teachers who master the frontiers of their disciplines and industry experience in innovation and entrepreneurship practice. At the same time, using social power, we invite entrepreneurs and start-ups to form a team of part-time teachers to impart experience to students.

3.3 Reform the Innovation and Entrepreneurship Curriculum System

Reforming the innovation and entrepreneurship curriculum is an important part of improving the innovation and entrepreneurship ability of college students. As the foundation of innovation and entrepreneurship cultivation, the curriculum of innovation and entrepreneurship for college students should combine "method" and "knowledge", "practice" and "theory", and build a classroom teaching mode with equal emphasis on "theory and practice". At the same time, innovation and entrepreneurship education should be deeply integrated with professional education to stimulate students' learning motivation. The school establishes a scientific assessment mechanism for innovation and entrepreneurship education courses and makes dynamic adjustments in teaching practice, so as to constantly improve itself and keep pace with the times.

3.4 Build the Innovation and Entrepreneurship Practice Platform

Building innovation and entrepreneurship practice platform and strengthening the practical activities are the keys to improve the innovation and entrepreneurship ability of college students. Theoretical knowledge and practical ability of innovation and entrepreneurship of college students can be tested through various practical links, and continuously improved and enhanced through practical training projects and so on. Through the innovation and entrepreneurship practice platform, students can not only experience the difficulties of innovation and entrepreneurship, but also experience the importance of teamwork, which is significant for the improvement of college students' innovation and entrepreneurship ability.

3.5 Promote the Synergistic Cooperation among Government, Enterprises, Universities and Research Institutes

The government, universities and enterprises cooperate with each other to provide service support such as venue, capital and guidance for college students' innovation and entrepreneurship by integrating resources. Building an innovation and entrepreneurship training system that integrates the functions of innovation and entrepreneurship practice, business incubation, innovation and entrepreneurship training and innovation and entrepreneurship service of college students with demonstration and leading role can not only improve the ability of original innovation, integrated innovation and re-innovation of introduction, digestion and absorption of enterprises, but also effectively improve the practical training effect of innovation and entrepreneurship of college students.

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