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Research on Innovation and Entrepreneurship Education in Universities Based on Field Theory

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Abstract: This paper discusses the construction of the ecological field of innovation and entrepreneurship education in colleges and universities, emphasizing the characteristics of diversified integration and development. As a complete ecosystem, innovation and entrepreneurship education in colleges and universities includes the elements of educational value leading, professional knowledge teaching, information literacy cultivation and practical ability cultivation. Problems and challenges in the construction of the ecological field of innovation and entrepreneurship education in colleges and universities, as well as the thinking stereotypes and realistic obstacles that need to be overcome. This paper puts forward useful thoughts and suggestions on the construction of ecological field of innovation and entrepreneurship education in colleges and universities based on the field theory.

Keywords: Education, Ecological field, Eiversified integration, Educational value.

1. Introduction

As an important talent training base of the country, colleges and universities undertake the important task of cultivating innovative talents and promoting entrepreneurship. The Ministry of Education has issued relevant opinions, requiring colleges and universities to vigorously promote innovation and entrepreneurship education. Many colleges and universities have already opened relevant courses in accordance with this requirement and strengthened the construction of practice platforms and teacher teams. However, in the process of implementation, colleges and universities face the problems of weak multi-factor synergy and insufficient integration of related subjects. Therefore, this paper aims to study the ecological field construction of innovation and entrepreneurship education in colleges and universities in order to enhance the innovation spirit, entrepreneurial awareness and ability of college students. By addressing the core issues of synergy and integration, it is hoped that it can provide theoretical support for improving the effectiveness of innovation and entrepreneurship education in colleges and universities.

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2. Field Theory

Field is a concept developed by Bourdieu that refers to an objective network of relations between various positions.[1] Bourdieu believes that society consists of relatively autonomous fields, each with its own logic and relational space.[2] The formation of a field is the process of gradually getting rid of external influences, increasing autonomy and forming its own logical rules, and the development of a field is influenced by other fields.[3] Ecological field theory is deduced on the basis of Bourdieu's field concept, emphasizing the order construction and benign interaction of field elements, which is a network of relationships that presents benign dynamics in interaction. Ecological field theory emphasizes the multiple coexistence, open synergy and integrated development of multiple field factors, like an organic system, actors follow the order of interaction, and ultimately present a benign situation of complementary coexistence of "people - me - things".[4]

Applying the ecological field theory to innovation and entrepreneurship education in colleges and universities can provide a new perspective for its reform and solve the existing problems. The ecosystem study of innovation and entrepreneurship education is a creative application of the ecological field theory, which emphasizes the cultivation of students' innovative spirit, entrepreneurial awareness, innovation and entrepreneurial ability and social responsibility, and is a nurturing system centered on colleges and universities, dominated by curricula, and synergized by multiple subjects and multiple elements. This system has distinctive endogenous dynamics, sustainable development, self-regulation and mutual benefit and win-win nature. At present, the issues of ecological field and ecosystem construction of innovation and entrepreneurship education in colleges and universities have become the hotspots of research frontiers. For example, Henri Etzkovac pointed out the changes in the relationship between universities and industries and governments, and even universities will replace industries and governments as innovation organizers. Top universities in Europe and America also focus on the research and construction of innovation and entrepreneurship education ecosystem, such as the United States has formed a complete innovation and entrepreneurship ecosystem, including government, industry sector, non-profit organizations, higher education institutions and other sectors, based on common goals and values.

In general, the research related to innovation and entrepreneurship education has made important achievements, but it still does not match with the needs of education development. The research mainly focuses on the obvious factors and neglects the deep-rooted concepts and systems. There is a lack of systematic and comprehensive research and analysis, mainly relying on empirical insights, and a lack of continuous research data tracking and in-depth mining. Countermeasure research lacks in-depth integration, especially for common problems, and lacks operable and replicable reform programs. It is necessary to further strengthen countermeasure research and build an ecological field of innovation and entrepreneurship education in colleges and universities. This is an important direction for colleges and universities to promote talent cultivation.

3. Current Situation Analysis

3.1. Field Elements

In the field of innovation and entrepreneurship education, an ecological field of network configuration has been formed with all its elements. With the rapid development of innovation and entrepreneurship education, this ecological field has become an objective social existence. Its formation stems from historical evolution and mainly shows the objective relationship between the elements. Innovation and entrepreneurship education began in developed Western countries in the 1980s and was later introduced into Asia. Despite its late start in China, its development has gained momentum. The concept of "mass entrepreneurship and innovation" is deeply rooted in domestic colleges and

universities. Responding to the national support for innovation and entrepreneurship education, colleges and universities have actively coordinated all resources, such as human, financial, material and scientific and technological resources, and established a set of innovation and entrepreneurship education system and mechanism in line with their own reality. At the same time, they have formed their own distinctive educational concepts to continuously promote the development of innovation and entrepreneurship education. In this context, the ecological field of innovation and entrepreneurship education in colleges and universities has gradually changed from abstract to concrete, from implicit to explicit, and from starting to mature. Nowadays, this ecological field has initially formed a network configuration with complete elements, diversified coexistence, open synergy and integrated development.

3.2. Development Features

The ecological field of innovation and entrepreneurship education is characterized by diversified and integrated development, including the elements of educational value leadership, professional knowledge transmission, information literacy cultivation and practical ability enhancement. These elements are closely related to ideological education, professional education, informatization education and practical education, forming an integrated development situation. Innovation and entrepreneurship education in colleges and universities aims to cultivate the spirit of innovation, entrepreneurial awareness and ability, and needs to draw spiritual nourishment and ideological power from ideological and political education to provide value leadership, theoretical guidance and methodological enlightenment. Meanwhile, innovation and entrepreneurship education needs professional education to provide professional knowledge and ability, while professional education realizes the deepening of theory and the expansion of practice through innovation and entrepreneurship education. In addition, the cultivation of information literacy and the enhancement of practical ability are also key elements of innovation and entrepreneurship education, which can enhance students' innovation and entrepreneurship practical ability with the help of information technology and practical activities. It is the integration and development of these elements that promotes the diversified development of innovation and entrepreneurship education in colleges and universities.

3.3. Trends

The ecological field of innovation and entrepreneurship education presents a three-dimensional extension and expansion situation. In the future-oriented time point, it expands in three dimensions: horizontal cooperation, deep promotion and future development. In the horizontal cooperation dimension, innovation and entrepreneurship education develops in the direction of "government, industry (enterprise), academia, research and application" cooperation, forming a joint force to promote innovation and entrepreneurship education. In the dimension of vertical advancement, innovation and entrepreneurship education aims to cultivate high-quality talents with innovation spirit, entrepreneurial awareness and innovation and entrepreneurial ability, develops in the direction of full coverage of the whole chain, and promotes the development of hierarchization, systematization and refinement. The future development dimension is oriented to the wave of new scientific and technological revolution and industrial change, promoting multidisciplinary cross-fertilization and forming a digital, ecological and intelligent innovation and entrepreneurship education system. The expansion of the three directions makes innovation and entrepreneurship education become multi-subject, whole-process, omni-directional and systematized, and opens up a new situation for the construction of innovation and entrepreneurship education system in the new era.

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4. Research on Methods of Field Construction

4.1. The construction of Educational Field

According to the ecological field theory, the top-level design of innovation and entrepreneurship education in colleges and universities needs to be improved. The top-level design plays a central role in the promotion process, but at present there are problems such as imperfect design and unsound system. It is manifested in the lack of close combination of theoretical learning and practical training, and insufficient integration of informatization education and creation education. The practical ability of students is neglected, and the multiple subjects do their own thing, weakening the effectiveness. Therefore, it is necessary to strengthen the construction of the "ecological field" system and mechanism, put the education creation work in the overall situation of the school development strategy, set up a leading group to coordinate the resources, guide the ideology of innovation and entrepreneurship education, formulate the targeted education ecosystem protection system, strengthen the innovation and entrepreneurship education to cultivate the socialist core values, and improve the relevant strategic design and policy system. Policy system. We will systematically design the system of innovation and education, promote the integration and development of various systems, and realize that the innovation and education of colleges and universities can meet the needs of the national innovation-driven development strategy and the economic, social, technological and cultural development.

4.2. Based on Problem Oriented Approach

Under the perspective of ecological field, we urgently need to establish an open and collaborative innovation and entrepreneurship education platform. This platform mainly includes curriculum resource platforms, innovation and entrepreneurship parks and internship and practice bases. These platforms are not only the key carriers to promote innovation and entrepreneurship education, but also the important elements of the whole education ecological field.

In the past practice, we found that in the construction of the curriculum resource platform, there are problems that are out of line with the characteristics of innovation and entrepreneurship education and fail to fully meet the learning needs of students. Students often master theoretical knowledge through rote memorization, but lack practical experience. As a result, they often encounter various problems in the real innovation and entrepreneurship environment. In addition, the curriculum system often ignores the integration of innovation and entrepreneurship elements and focuses more on the teaching of specialized theoretical knowledge. In addition, the presentation form of the platform also seems to be single, and some universities are limited to the construction of practice bases, while neglecting the in-depth cooperation with enterprises, which should be aimed at individual career development. The root of these problems lies in the insufficient attention to the construction of innovation and entrepreneurship education platform. This not only hinders the normal development of innovation and entrepreneurship education activities in schools, but also greatly limits the impact it should have. As an open and synergistic system, the ecological field emphasizes the openness of the innovation and entrepreneurship platform and the necessity of multi-party cooperation.

First, we need to build an open and synergistic curriculum platform. The core goal of this platform should be to improve students' innovation and entrepreneurship ability. In order to do so, we need to deeply explore and enrich all kinds of innovation and entrepreneurship education curriculum resources, form three levels of "national-provincial-school", and "on-campus + off-campus", "online + offline", "online + offline", "on-campus", "on-campus", "on-campus" and "off-campus". online + offline", "compulsory + elective", "theory + practice", "core + expansion", "school + enterprise", "education", "education", "education", "education", "education", "education", "education",

"education", "education", "education", "education", "education" and "education". "School + Enterprise", "Specialization + Civics", "Research + Teaching" and other multi-dimensional integration of the curriculum system. Secondly, we need to build an open and synergistic experiment, practice and training platform. By broadening the communication channels among the university, government and enterprises, we can gather all kinds of R&D equipment and resources, including high-tech instruments, scientific research teachers and experimental space. This can not only attract more social resources to participate in the cultivation of innovation and entrepreneurship talents, but also cooperate with foreign high-quality educational resources, so as to create a more open and synergistic innovation and entrepreneurship platform system. Finally, we need to build an open and synergistic entrepreneurship incubation platform. By promoting the sharing of innovation resources between schools, universities, enterprises, schools, localities and institutes, we can strengthen the construction of entrepreneurship incubation platforms such as university student entrepreneurship parks and crowdspring spaces. This will form a new cooperation mechanism of co-creation between teachers and students, school and institute, and school and enterprise, thus enhancing the function and influence of the business incubation platform.

4.3. Collaborative Support System Within and Outside Universities

Apply ecological field thinking to promote the integrated development of innovation and entrepreneurship education in colleges and universities. Innovation and entrepreneurship education does not exist in isolation, but is closely connected with ideological and political education, professional education, social practice education, information technology education and so on. At present, innovation and entrepreneurship education in colleges and universities is disconnected from various types of education and lacks organic integration with professional talent training programs. In addition, the education process is too eager for quick success, too much emphasis on benefits and money, while ignoring the sense of responsibility and integrity, which seriously impedes the healthy development of innovation and entrepreneurship education.

The core goal of innovation and entrepreneurship education in colleges and universities is to cultivate high-quality specialists with the spirit of innovation, entrepreneurial awareness, innovation and entrepreneurial ability and social responsibility. This goal can not be realized only by a single element or subject, but requires the use of "ecological field" thinking to promote the participation of all staff and elements, and the integration of innovation and entrepreneurship education into the whole process of talent cultivation. This includes environmental research, optimization of majors and enrollment plans, development of talent training programs, graduation assessment, employment and entrepreneurship and employer feedback, etc., in order to achieve the overall development of students in terms of ethics, intellect, physique, aesthetics and labor. In order to form a favorable atmosphere for innovation and entrepreneurship education, it is necessary for school leaders at all levels to attach importance to it, teachers to participate in it enthusiastically, staff to support it, students to participate in it enthusiastically, and to ensure that the school's financial and material resources to provide strong support for the guarantee.

5. Conclusions

This paper mainly discusses the ecological field construction of innovation and entrepreneurship education in colleges and universities, as well as the problems existing therein. In view of the weakness of multi-factor synergy and insufficient integration and symbiosis of related subjects in college innovation and entrepreneurship education, it is necessary to construct an open and synergistic innovation and entrepreneurship education platform with ecological field thinking, improve the top-level design of college innovation and entrepreneurship education system and mechanism, as well as

promote the integrated development of innovation and entrepreneurship education in colleges and universities. The article emphasizes the importance of these initiatives to enhance the effectiveness of innovation and entrepreneurship education in colleges and universities, and provides theoretical references for the future development of innovation and entrepreneurship education in colleges and universities.

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