

# Research on the Construction of Faculty of Innovation and Entrepreneurship Courses in Application-Oriented Universities

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**Abstract**—Establishing a sound innovation and entrepreneurship education mechanism that meets the development of the times and social needs is the key to promoting the reform of innovation and entrepreneurship education in application-oriented undergraduate universities, and cultivating a faculty team with strong sense of innovation and strong innovation ability is the basis for achieving this goal. Therefore, application-oriented undergraduate colleges and universities should keep pace with the times, make overall plans and improvements, increase investment in innovation and entrepreneurship faculty, accelerate the pace of innovation and entrepreneurship education reform, and strive to build an innovation and entrepreneurship faculty that dares to break through conventional thinking, has strong innovation ability, rich entrepreneurial experience, reasonable structure and excellent quality.

**Index Terms**—Application-oriented universities; Faculty development; Innovation and entrepreneurship

## I. INTRODUCTION

With the increasing demand for application-oriented talents in today's society, vigorously developing application-oriented undergraduate education has become the need of social development. Application-oriented colleges and universities require all majors to closely combine local characteristics, meet the needs of local economic and social development, and cultivate application-oriented technical skills. This also puts forward higher requirements for the construction of university faculty, and it is an inevitable requirement for social development to use new ideas and new concepts to guide innovation and entrepreneurship education in application-oriented universities. In the long run, whether the talents cultivated by colleges and universities have the awareness of innovation and entrepreneurship and the ability to innovate and start a business determines the degree of innovation in the whole society. Therefore, in order to promote the in-depth implementation of innovation and entrepreneurship education in higher education, the construction of college teachers cannot be ignored. In the context of innovation and entrepreneurship, the construction of university faculty needs to "exert force" from many aspects, in addition to improving the management of colleges and universities and receiving strong support from the

education department, enterprises also need to play an important role, because the cultivation of innovation and entrepreneurship quality is inseparable from practical exercise, only by providing a good practice platform for teachers, can we improve the quality of teachers' innovation and entrepreneurship, and can effectively provide support for the efficient development of innovation and entrepreneurship education.

## II. PROBLEMS IN THE CONSTRUCTION OF INNOVATION AND ENTREPRENEURSHIP EDUCATION FACULTY IN APPLICATION-ORIENTED UNIVERSITIES

At present, the construction of innovation and entrepreneurship education teachers in application-oriented colleges and universities has begun to bear fruit, but there are still some problems in the following aspects.

### (1) The concept of education is backward

At present, there are misunderstandings among teachers in some application-oriented colleges and universities about innovation and entrepreneurship education, resulting in the relatively slow development of innovation and entrepreneurship education in application-oriented universities. Some teachers believe that innovation and entrepreneurship education is the education to cultivate future entrepreneurs, the key is to teach students how to open a company and run a business, as long as a small number of students with entrepreneurial intentions and entrepreneurial ability to carry out innovation and entrepreneurship education is enough, there is no need to carry out innovation and entrepreneurship education for all students; Some teachers believe that innovation and entrepreneurship education provides a new direction and new method for solving the problem of college students' employment difficulties, so they take innovation and entrepreneurship education as an effective supplement to college students' employment guidance, and encourage college graduates to choose to start a business if they can't find a suitable job, resulting in some college graduates blindly starting a business without careful consideration; Some teachers believe that innovation and entrepreneurship education is only a supplement to professional education, innovation and entrepreneurship education and professional education are separated,

professional education is the first, innovation and entrepreneurship education is second, students should first concentrate on learning professional knowledge, if there is spare time and energy to learn innovation and entrepreneurship knowledge, so innovation and entrepreneurship education is not included in the whole process of talent training. In short, various reasons have led to teachers' insufficient understanding of the importance of innovation and entrepreneurship education, lack of enthusiasm and enthusiasm for work, and unsatisfactory teaching effects.

#### (2) Lack of professionalism

The main body of innovation and entrepreneurship education in colleges and universities is the career guidance center, entrepreneurship college, academic affairs office and student work office of colleges and universities, and the full-time teachers of innovation and entrepreneurship education are mainly the staff or teachers of these departments, and the teachers of innovation and entrepreneurship education are not professional enough. In addition, innovation and entrepreneurship education needs to adhere to the talent training mode of combining engineering and learning, school-enterprise cooperation, and top internship, pay attention to "learning by doing, teaching in China", attach importance to the integration of theory and practice, and emphasize practical teaching links such as internship and practical training, which puts forward higher requirements for teachers' practical ability. However, because they generally have no entrepreneurial experience and lack of business operation and management experience, most of them do not have the ability to carry out innovation and entrepreneurship activities. The main manifestations are: First, innovation and entrepreneurship education is based on the teaching of basic courses of entrepreneurship, and practical innovation and entrepreneurship education is very limited. Second, the content of innovation and entrepreneurship education is relatively simple, often only explaining some conceptual knowledge, or introducing some entrepreneurial cases of successful people, the depth and breadth of education is not enough, and the effect on the actual entrepreneurial ability of college students is very limited.

#### (3) Backward teaching methods

Influenced by traditional educational concepts, a large number of innovative and entrepreneurial teachers lag behind in teaching methods, which are mainly reflected in the following aspects: first, they still continue the "indoctrination" teaching mode, and it is difficult to improve students' interest and initiative; Second, there is no respect for students' individual differences in teaching, which is not conducive to the development of students' strengths; Third, some innovation and entrepreneurship teachers do not update their knowledge in time and improve themselves, because many teachers are only part-time teachers, unable to invest enough energy in innovation and entrepreneurship education, and insufficient time to participate in scientific research

projects and innovation training, resulting in weak innovation ability and awareness of innovation.

#### (4) The team structure and ability are weak

Innovation and entrepreneurship education is a complex and systematic project that requires the joint efforts of all sectors of society. Off-campus part-time teachers with rich practical experience are an indispensable force in the teaching team of innovation and entrepreneurship education. However, the age structure, academic structure, gender structure, knowledge structure and academic relationship structure of the innovation and entrepreneurship faculty of application-oriented universities are weak. The age is mainly young, and the middle-aged and elderly innovation and entrepreneurship teachers are lacking; The academic structure is mostly master's students, and there are fewer teachers with doctoral degrees; the imbalance between the male and female gender ratio of innovation and entrepreneurship teachers; Innovation and entrepreneurship teachers have a single knowledge structure, and lack teachers with complex professional backgrounds such as management, economics, law, and finance; In terms of academic structure, there is an imbalance between the ratio of this university and foreign schools, and the imbalance between double-first-class universities and application-oriented universities. In addition, among the innovation and entrepreneurship faculty, the teachers in the school have strong theoretical ability in innovation and entrepreneurship, but they are limited in imparting relevant entrepreneurial experience; Off-campus part-time teachers have rich experience in entrepreneurship practice, but their theoretical summary ability is lacking, the teaching team's innovation and entrepreneurship compound ability is insufficient, and the overall ability needs to be improved.

#### (5) The assessment standards and evaluation system are weak.

At present, many application-oriented colleges and universities do not set up independent standards for the assessment and evaluation of innovation and entrepreneurship teachers, but follow the old ways and follow the assessment system of professional teachers; Some application-oriented universities directly arrange the task of innovation and entrepreneurship assessment to second-level colleges, which is not really used as the basis for on-campus assessment and evaluation. Due to the school's insufficient attention to innovation and entrepreneurship education, and the imperfect assessment and evaluation standards for innovation and entrepreneurship, many teachers do not have a high degree of recognition of innovation and entrepreneurship education, and have doubts about taking the road of innovation and entrepreneurship education to help job title evaluation and job promotion. Most of the teachers of innovation and entrepreneurship education in applied colleges and universities are composed of part-time teachers, because they are teachers of other professional courses or administrators of colleges, so these teachers are usually based

on their own major or student work when evaluating professional titles, and innovation and entrepreneurship education is less helpful for the evaluation of their professional titles. Therefore, scientific research related to innovation and entrepreneurship education is not attractive to teachers, coupled with weak assessment standards and evaluation systems, resulting in teachers' lack of motivation in innovation and entrepreneurship education.

### III. THE SIGNIFICANCE OF THE CONSTRUCTION OF TEACHERS IN INNOVATION AND ENTREPRENEURSHIP EDUCATION

#### (1) Meet the needs of high-quality development of colleges and universities.

The development of application-oriented colleges and universities is closely related to the construction of an innovative country and the goal of an educational power, teachers as the primary resource for the progress of education, only by closely relying on the first-class innovation and entrepreneurship teacher team, the quality of application-oriented university education can be steadily improved, and the cause of innovation and entrepreneurship education can develop and advance. Building an innovation and entrepreneurship education system that integrates theory and practice, localization and characteristics, highlights professional characteristics, promotes the deep integration of specialization and innovation, and realizes the accurate docking of innovation and entrepreneurship practice achievements and professional development. Improve the training mechanism for innovation and entrepreneurship teachers through multiple channels, select and hire outstanding innovation and entrepreneurship talents in the society, give play to the leading role of innovation and entrepreneurship teachers, improve the influence of disciplines, and gradually develop into the characteristics of running schools, providing a solid guarantee for the high-quality development of the school.

#### (2) Meet the needs of innovation and entrepreneurship talent training.

The society has a greater demand for innovative and entrepreneurial talents, and more and more application-oriented college students have embarked on the road of innovation and entrepreneurship. On the one hand, the innovation and entrepreneurship group of college students has the basic knowledge reserve of innovation and entrepreneurship, and has brewed innovative and entrepreneurial ideas, on the other hand, in the process of innovation and entrepreneurship, there are also obstacles such as insufficient attention to entrepreneurial policies, imperfect ideas for innovation and entrepreneurship, insufficient funds for entrepreneurial venues, poor market information, insufficient practical experience, and shortage of innovation capabilities and entrepreneurial contacts, which determines that college students' innovation and entrepreneurship groups need the guidance and help of innovation and entrepreneurship teachers. Build an innovation and entrepreneurship education team with good lectures, consultation and strong practice, give full play to the

professional and resource advantages of innovation and entrepreneurship teachers, combine the actual situation of college students in application-oriented colleges and universities, carry out accurate cultivation of innovation and entrepreneurship projects, and realize "point-to-point" guidance for innovation and entrepreneurship competitions, which is conducive to college students establishing innovative spirit, strengthening entrepreneurial awareness, mastering solid entrepreneurial methods, and meeting the practical needs of innovation and entrepreneurship talent training.

#### (3) Meet the needs of innovation and entrepreneurship competition.

In recent years, various types of innovation and entrepreneurship competitions for college students have become important competitions to exercise college students' innovation and entrepreneurship ability. Many application-oriented colleges and universities attach great importance to the development of innovation and entrepreneurship competitions, set up a professional team of instructors of innovation and entrepreneurship competitions, and give play to the role of innovation and entrepreneurship instructors in project mining, process cultivation, team management, policy interpretation, skills training and other aspects through platforms such as college students' innovation and entrepreneurship training plans, innovation and entrepreneurship competitions, and campus innovation and entrepreneurship competitions. Therefore, the construction of innovation and entrepreneurship education teachers is suitable for the needs of innovation and entrepreneurship competition.

### IV. STRENGTHEN THE PATH OF BUILDING TEACHERS FOR INNOVATION AND ENTREPRENEURSHIP EDUCATION IN APPLICATION-ORIENTED UNIVERSITIES

Application-oriented colleges and universities should focus on cultivating students' practical ability and innovation and entrepreneurship ability, and adhere to the goal of cultivating application-oriented technical skills. As the foundation of talent training quality assurance, the construction of teachers also needs to adapt to the great changes in the school-running environment. To deepen the reform of innovation and entrepreneurship education, it is necessary to unify thinking, reach consensus, and mobilize the enthusiasm and initiative of teachers. The key to promoting the development of innovation and entrepreneurship education in application-oriented colleges and universities is to create a team of full-time and part-time teachers who understand theory and have practical experience in entrepreneurship. To strengthen the construction of innovation and entrepreneurship education faculty, it is necessary to unite forces from all walks of life inside and outside the university and integrate the internal and external resources of application-oriented colleges and universities.

#### (1) Guide innovation and entrepreneurship education teachers to establish correct educational concepts

First, teachers of innovation and entrepreneurship education should recognize the great significance of

innovation and entrepreneurship education. Innovation and entrepreneurship education in colleges and universities aims to cultivate creative talents. Innovation and entrepreneurship education is not elite education, but general education for all students. Innovation and entrepreneurship education in application-oriented colleges and universities should be oriented to all students, run through the whole process of talent training, and cultivate the innovation and entrepreneurship ability of all students. Therefore, teachers should change their educational concepts and focus on integrating innovation and entrepreneurship education into the whole process of talent training. Second, teachers of innovation and entrepreneurship education should understand the professional knowledge learned by students and be close to students' professional backgrounds in the teaching process of innovation and entrepreneurship education. Only when innovation and entrepreneurship education is integrated with professional education can we promote the process of specialization and discipline of innovation and entrepreneurship education, realize the cultivation of students' innovative thinking and practical ability, and realize the combination of theory and practice, so as to realize the application of what they have learned and the usefulness of what they have learned, so that students can truly apply what they have learned in their future career development. Teachers of innovation and entrepreneurship education should be close to students' professional backgrounds in teaching, in line with students' cognition and acceptance habits, realize the mutual influence and close dependence of innovation and entrepreneurship education and professional education, and cultivate students' entrepreneurial ability and professional skills. This can not only enhance students' interest in learning, but also enable students to initially understand the basic professional qualities that an entrepreneur needs to have. Only by talking about entrepreneurship based on professionalism can we truly mobilize students' enthusiasm and entrepreneurial passion for learning majors, and make entrepreneurship tangible and concrete, so as to cultivate students' down-to-earth professionalism, draw "nutrition" from majors, and turn majors into specialties.

(2) The government should provide policy and financial support for innovation and entrepreneurship education

At present, the state has vigorously supported innovation and entrepreneurship education in colleges and universities, and launched a series of reform measures, but there are many guidance at the macro level, few specific implementation rules at the micro level, and the lack of effective supervision mechanisms, resulting in a great discount in the implementation of policies. Based on this, the government should further improve the financial support and policy guarantee system for the construction of innovation and entrepreneurship education teachers in application-oriented universities. First, all localities should integrate financial and social funds to support the construction of innovation and entrepreneurship education teachers in application-oriented universities. First, the government has increased investment in the construction of the teaching team, coordinated relevant

departments, integrated existing special funds to tilt innovation and entrepreneurship education in colleges and universities, and improved the teaching ability of teachers' innovation and entrepreneurship education. The second is to encourage social organizations, public welfare groups, enterprises and institutions and individuals to set up special funds for the construction of teachers, provide financial support for the construction of innovation and entrepreneurship education teachers in colleges and universities in various forms, and ensure that special funds are earmarked to improve the efficiency of fund use. Second, the government should improve the policies and measures for the construction of innovation and entrepreneurship education teachers in application-oriented colleges and universities, and promote the professional development of innovation and entrepreneurship education teachers. For example, increase government coordination, rely on industry-education integration enterprises to establish a two-way exchange and cooperation community for school-enterprise personnel, and encourage the two-way flow of innovation and entrepreneurship education teachers and industrial technical talents. Third, the government should provide institutional guarantees for the construction of innovation and entrepreneurship education teachers in application-oriented universities. The government must face the practical dilemma of the construction of innovation and entrepreneurship education faculty, innovate institutional mechanisms, coordinate the interests of all parties, coordinate the resources of all parties, and build a new institutional environment to promote the construction of innovation and entrepreneurship education faculty in colleges and universities.

(3) Build an excellent team of innovation and entrepreneurship teachers.

First of all, application-oriented universities can follow the order of alumni priority and social entrepreneurship successes, hire them as entrepreneurship lecturers, and then scientifically and reasonably form a team based on the actual situation of the university's innovation and entrepreneurship teachers, regularly teach students, and solve the practical problems encountered by students in the process of entrepreneurship. Secondly, establish a talent pool of innovation and entrepreneurship competition instructors, set up an innovation and entrepreneurship competition instructor team in accordance with the principle of promoting strengths and avoiding weaknesses, and adapting to the conditions of the competition, and let them receive regular training to participate in the national innovation and entrepreneurship education elite teacher training course, and strive to create an excellent, high-quality teacher team that meets the needs of students' innovation and entrepreneurship. With the College of Innovation and Entrepreneurship or the Youth League Committee as the leader, set up an innovation and entrepreneurship competition policy research room, organize innovation and entrepreneurship instructors to conduct research by category and track, formulate a time schedule, prepare lessons and seminars according to the innovation and entrepreneurship competition time, carry out innovation and entrepreneurship competition publicity in advance



throughout the school, and give play to the role of innovation and entrepreneurship teacher team. Finally, under the guidance of China's development strategy of "promoting employment through entrepreneurship and entrepreneurship", application-oriented universities should introduce doctors, professors and other professional talents in entrepreneurship education related majors according to their own conditions, and improve the teaching team of innovation and entrepreneurship education.

(4) Improve the structure and ability of innovation and entrepreneurship teachers.

The construction of innovation and entrepreneurship faculty in application-oriented colleges and universities should not only focus on the introduction of talents, but also from the mobilization of innovation and entrepreneurship resources inside and outside the university. First of all, the innovation and entrepreneurship faculty should pay attention to the age difference between the old, middle-aged and young people, not only give full play to the advantages of entrepreneurial experience of middle-aged and elderly teachers, but also reflect the innovative thinking of young teachers. The innovation and entrepreneurship faculty should pay attention to the cascading of academic qualifications and the differentiated construction of academic structure, reasonably allocate teachers with doctoral and master's degrees, teach different innovation and entrepreneurship knowledge according to different academic backgrounds and professional ability levels, and carry out innovation and entrepreneurship education at different levels. Secondly, in the process of establishing the innovation and entrepreneurship teaching team, it is necessary to achieve a reasonable combination of male and female teachers, and there are personality differences between teachers of different genders, so that in the process of carrying out innovation and entrepreneurship education, it can fully show that innovation and entrepreneurship figures not only have the characteristics of daring to take risks and dare to accept the challenges of innovation and entrepreneurship, but also have the characteristics of step by step and steady fighting. Thirdly, in the training of innovation and entrepreneurship teachers, firstly, the school should balance the relationship between the intensity and frequency of innovation and entrepreneurship teacher training, second, deal with the problem of innovation and entrepreneurship knowledge and training personnel coverage, and third, grasp the opportunity for innovation and entrepreneurship teachers to study abroad and communicate at home, encourage qualified innovation and entrepreneurship teachers to start enterprises, use their own advantages and resources, create relevant innovation and entrepreneurship industrial parks, create an integrated platform for production, education and research, and integrate the platform into local economic development and integrate advantageous resources. Promote the innovation and development of industry and technology. Finally, from both subjective and objective perspectives, both measures should be taken to improve the ability and level of innovation and entrepreneurship teachers. Objectively, starting from the application-oriented colleges and universities themselves, the

cultivation of innovative and entrepreneurial teachers and teams is placed in the performance evaluation of the school, and multiple measures are taken to achieve the combination of "going out" and "bringing in"; Subjectively, innovation and entrepreneurship teachers should enhance their awareness of keeping pace with the times, keep up with the pace of development of the times, update and adjust the knowledge structure of innovation and entrepreneurship education, mobilize available innovation and entrepreneurship resources, help students seek suitable innovation and entrepreneurship incubation bases or industrial parks, and continuously improve their innovation and entrepreneurship guidance capabilities. [7] examined the development and refinement of possible mathematical models for the intellectual system of career guidance. Mathematical modeling of knowledge expression in the career guidance system, Combined method of eliminating uncertainties, Chris-Naylor method in the expert information system of career guidance, Shortliff and Buchanan model in the expert information system of career guidance and Dempster-Schafer in the expert information system of career guidance method has been studied. The algorithms of the above methods have been developed. The set of hypotheses in the expert system is the basic structure of the system that determines the set of possible decisions of the expert system. This set, which is crucial in decision-making, should be sufficiently complete to describe all the possible consequences of situations that arise in the subject area. Therefore, it is important to improve the mathematical models of the intellectual system of career guidance. [8] discussed that according to the observations in this paper, an existing mathematical model of banking capital dynamics should be tweaked. First-order ordinary differential equations with a "predator-pray" structure make up the model, and the indicators are competitive. Numerical realisations of the model are required to account for three distinct sets of initial parameter values. It is demonstrated that a wide range of banking capital dynamics can be produced by altering the starting parameters. One of the three options is selected, and the other two are eliminated. The model is generalized taking into account fractional derivatives of the bank indicators for time, reflecting the rate of their change. Based on numerical calculations, it is established that reduction of the order of derivatives from units leads to a delay of banking capital dynamics. It is shown, that the less the order of derivatives from the unit, the more delay of dynamics of indicators. In all analyzed variants indicators at large times reach their equilibrium values.

(5) Strengthen teacher training in innovation and entrepreneurship education

In the teaching of innovation and entrepreneurship education in applied colleges and universities, it should pay attention to cultivating students' innovative awareness, innovative thinking and practical ability, and make full use of the resources of all parties and coordinate the relationship between all parties, which puts forward higher requirements for teachers. It is urgent for teachers of innovation and entrepreneurship education to strengthen their learning and

improve their capabilities. Application-oriented colleges and universities should ensure that innovation and entrepreneurship education teachers are trained first and then on the job, formulate development goals and development plans for innovation and entrepreneurship education teachers, establish a scientific and reasonable innovation and entrepreneurship education teacher training system, and promote the professional growth of innovation and entrepreneurship education teachers. First, application-oriented colleges and universities should provide opportunities for innovation and entrepreneurship education teachers to learn and train, and encourage and support them to learn advanced innovation and entrepreneurship education concepts, methods and methods. At the same time, a series of classified training courses are developed, and new teachers, middle-aged and elderly teachers, and administrative teaching assistant managers are educated at different levels and categories, so as to achieve purposefulness and planning. In addition, the training of innovation and entrepreneurship education teachers should emphasize the use of practical methods such as workshops, experiential courses, and sand table drills, so as to improve teachers' practical teaching ability and achieve effective guidance for students' innovation and entrepreneurship process. Second, enjoy the convenience brought by the Internet and make full use of information technology to promote the construction of teachers. Application-oriented colleges and universities should use advanced technology to establish an online training system to provide a platform for teachers' independent learning, and form a teacher training system for innovation and entrepreneurship education that integrates online and offline. Create an innovation and entrepreneurship education online course platform to provide teachers with diversified and rich high-quality course resources; Encourage teachers to use mobile Internet devices such as mobile phones and tablets to use fragmented time to learn anytime, anywhere. Third, application-oriented colleges and universities should allow innovation and entrepreneurship education teachers to go deep into enterprises to train on the job and carry out project cooperation with enterprises. The key to improving the level of innovation and entrepreneurship education in schools is to have a large number of teachers with actual innovation and entrepreneurship experience.

(6) Improve the evaluation and incentive mechanism for teachers of innovation and entrepreneurship education

First, establish a scientific evaluation system and incentive system for teachers in innovation and entrepreneurship education. It is necessary to scientifically and comprehensively evaluate the teachers of innovation and entrepreneurship education, improve the initiative and enthusiasm of teachers to engage in theoretical and practical research of innovation and entrepreneurship education, so as to provide intellectual support and talent support for the sustainable and healthy development of innovation and entrepreneurship education in application-oriented colleges and universities. To this end, application-oriented colleges and universities should improve the incentive mechanism, create a good teaching environment and working atmosphere,

and motivate teachers to optimize teaching behavior. First of all, scientifically plan the career development of teachers, let teachers put their main energy into their job work, study hard, think diligently, focus on innovation and entrepreneurship education and teaching, and improve innovation and entrepreneurship teaching capabilities. Secondly, establish a scientific job responsibility and management system, improve the training system, let teachers learn advanced theoretical knowledge of entrepreneurship education, improve practical skills, and improve the overall quality of teachers in innovation and entrepreneurship education. Finally, establish and improve the assessment mechanism, improve the salary and welfare management system of teachers in innovation and entrepreneurship education, the teaching quality assessment methods, and the management methods of enterprise practice under teachers, so that teachers' performance salary, year-end assessment, title evaluation and promotion are directly linked to innovation and entrepreneurship education work, so as to enhance teachers' work enthusiasm. Through the construction of performance-oriented professional title evaluation, post appointment and post assessment, implement the categorical appointment and assessment of teachers, and establish a vitality mechanism that is suitable for the post and makes the best use of talents. In addition, in the school's teaching achievement award, excellent teaching award, teaching famous teacher award and other teaching awards, teachers who actively carry out innovation and entrepreneurship education and teaching reform should be given priority recommendation. It is necessary to implement the system, highlight the principle of reward and punishment, avoid the phenomenon of "big pot rice" in performance management, especially strengthen the support of innovation and entrepreneurship teaching and research results through policies, and strictly punish teaching behaviors that are not conducive to innovation and entrepreneurship education. The reward behavior of application-oriented colleges and universities should vary according to the situation, time, situation and person, and give different material incentives according to different teachers, such as title promotion, training, scientific research and teaching funding, etc. At the same time, in the process of encouraging teachers of innovation and entrepreneurship education to continuously reform teaching, application-oriented colleges and universities should attach importance to teachers' information feedback and adjust reward and punishment measures in a timely manner according to teachers' opinions and suggestions. In short, application-oriented colleges and universities should create a good working environment and form an orderly competition situation, so as to improve teachers' work efficiency, motivate teachers to move forward, and provide lasting impetus for the high-quality development of innovation and entrepreneurship education. Second, formulate a working mechanism to encourage and support innovation and entrepreneurship education teachers to exercise on duty and leave without pay. Application-oriented colleges and universities should encourage teachers to rely on schools and laboratories as platforms to carry out innovation

and entrepreneurship activities in a purposeful and targeted manner; Implement the policy of leaving jobs without pay, encourage innovation and entrepreneurship education teachers to start companies and start businesses, and accumulate certain practical experience in innovation and entrepreneurship before returning to school.

#### (7) Strengthen social exchanges

The fundamental purpose of innovation and entrepreneurship education is to cultivate a group of college graduates with strong adaptability and high comprehensive quality for the society, therefore, the entire education process of innovation and entrepreneurship should be closely linked with the society and strengthen social exchanges. First of all, entrepreneurs or promising entrepreneurs with rich entrepreneurial experience can be hired as part-time teachers. In addition, full-time teachers are regularly sent to the company for training, and the latest management concepts and entrepreneurial ideas are in contact with the latest management concepts, so that the education process is closer to the social reality.

### V. CONCLUDING REMARKS

In order to promote the reform of innovation and entrepreneurship education in application-oriented undergraduate colleges and universities, improve the comprehensive quality of graduates, and establish a sound innovation and entrepreneurship education mechanism that meets the development of the times and social needs is the key, and cultivating a faculty team with strong sense of innovation and strong innovation ability is the basis for achieving this goal. Although the construction of innovation and entrepreneurship faculty in application-oriented colleges and universities is gradually improving, due to the constraints of many factors, there are still deficiencies in innovation and entrepreneurship faculty. Therefore, application-oriented undergraduate colleges and universities should keep pace with the times, make overall plans and improvements, increase investment in innovation and entrepreneurship faculty, accelerate the pace of innovation and entrepreneurship education reform, and strive to build an innovation and entrepreneurship faculty team that dares to break through conventional thinking, has strong innovation ability, rich entrepreneurial experience, reasonable structure

and excellent quality.

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