

# Discussion on the Reform of Venture Capital Courses Based on the Cultivation of College Students' Creative Thinking

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## Abstract

As the main port for the output of innovative entrepreneurial talents, universities should conform to the entrepreneurial wave brought by social transformation and technological development and the reality of the popularization of entrepreneurial groups, and are committed to solving a series of problems that currently arise in innovative entrepreneurship education. Colleges and universities should take the cultivation of college students' creative thinking as a breakthrough point to promote the reform of venture capital courses, strive to create a force for mass entrepreneurship and innovation, and cultivate innovative entrepreneurship talents with high awareness of innovation, strong entrepreneurial ability, and the courage to commit to practice.

## Keywords

College Students, Cultivation of Creative Thinking, Venture Capital, Course Reform.

## 1. Introduction

Colleges and universities are the direct subjects of innovation and entrepreneurship education. Carrying out innovation and entrepreneurship education is a challenge for the development and transformation of Chinese universities and a test for improving the overall strength of higher education. The core of innovation and entrepreneurship education lies in the cultivation of creative thinking.

What is "creative thinking"? It manifests itself as being able to think independently, critically, and actively explore solutions to meet social needs. This spirit essentially requires college students to be alert to dangers even in times of calm and concerned about the needs of social development. College students are no longer "selected" in the job market, but take the initiative to plan and explore their career and life to realize their own value. The cultivation of creative thinking is to guide students to pay attention to practical problems, to cultivate students' ability to solve social problems with innovative thinking and action, and to seek solutions to problems in a positive and unyielding spirit.

## 2. The Difficulties in the Cultivation of College Students' Innovation and Entrepreneurship Ability

### 2.1. College Teachers Lack Entrepreneurial Experience

Many teachers in local undergraduate colleges and universities find it difficult to get out of the comfort zone of indoctrination education. As the core of educational activities, teachers should first have the spirit and quality of innovation and entrepreneurship, so as to cultivate creative thinking talents with "the ability to solve practical problems, the sensitivity to practical problems and the ability to meet social needs". However, the current quality of teachers can hardly meet the requirements of innovation and entrepreneurship education.

## **2.2. It Is Difficult for Universities to Cooperate Effectively With Society**

At present, enterprises still lack the long-term mechanism of co-education in the process of cooperation with universities. Colleges and universities have been adopting closed teaching mode for a long time, which is easy to detach from the actual needs of society. Enterprises are also profit-oriented and pay attention to whether school-enterprise cooperation can solve technical problems for them and bring direct benefits. They are not highly motivated to deeply participate in talent training

## **3. A Teaching Reform Based on the Cultivation of College Students' Creative Thinking**

### **3.1. Reform of Teaching Content**

Pay attention to the difference of students' learning ability, and implement differential teaching. Combine general education with individualized instruction. When preparing teaching contents, teachers of innovation and entrepreneurship should fully understand and utilize the differentiation principle in entrepreneurship education, so that college students can make rapid progress in differentiation teaching.

Undergraduate colleges should increase the number of innovative and entrepreneurial courses for students to analyze and solve problem. Let the education of cultivating "creative thinking" run through the whole training process and be strengthened. The curriculum system embodies "solid foundation and strong application", laying a foundation for students' lifelong learning.

### **3.2. Reform of the Teaching Team**

The innovation and entrepreneurship curriculum reform require teachers not to simply copy the textbook and impart some "book knowledge" that they do not know how to give full play to. Therefore, teachers should be more engaged in application-oriented scientific research, and be good at guiding students to experience the process of discovering and solving problems. And then teachers should go deep into enterprises and understand the market, so as to capture the most cutting-edge social needs of the profession and translate them into daily teaching.

### **3.3. Reform of Teaching Methods**

3.3.1 Set up a series of practice-oriented innovation and entrepreneurship courses, and set up corresponding innovation and entrepreneurship training courses in combination with hot spots of social and technological development. For example, set up innovation and entrepreneurship practice courses in combination with big data, artificial intelligence, Internet + and other cutting-edge technologies, and invite experts from outside practice circles to participate in the course teaching. The course should strive to break the boundaries of specialty, discipline and school, promote the integration of interdisciplinary and inter-school, and highlight the diversity of students. In the course teaching and innovation and entrepreneurship education projects, students from different schools are encouraged to participate in the courses at a certain proportion, and students are encouraged to communicate and cooperate with each other through group discussion to learn from each other and stimulate students' innovation and entrepreneurship potential.

3.3.2 The course of venture capital should be conducted in the form of open entrepreneurship workshop, with the teaching mode of "offline team game + online training platform"

Offline team games are conducive to the internal construction of entrepreneurial teams, cultivate the tacit understanding and trust of team members, and contribute to the division of labor and cooperation. The online practical training platform is helpful for students to conduct enterprise simulation operation, simulate enterprise competition, and increase the effect of classroom practice.

3.3.3 Problem - oriented learning and research. The reform of curriculum teaching should emphasize learning. For students to complete the content of self-study, teachers should say less or not, give them more self-study guidance and answer questions. Teachers fully introduce the academic background, theoretical methods and research progress, guide students to think positively, inspire students' awareness of problems, cultivate students' thinking and cognition of innovation and entrepreneurship, inspire "sparks" of innovation and entrepreneurship, spur innovation and entrepreneurship "ideas", and stimulate the passion for innovation and entrepreneurship.

### 3.4. Reform of Teaching Resources

3.4.1 It should increase funding for innovation and entrepreneurship training and practice, and increase funding for innovation and entrepreneurship projects. Set up college students innovation and entrepreneurship fund, Striving for social enterprises and institutions and individual sponsorship.

3.4.2 To build college students' innovative undertaking education exchange platform, the establishment of college students' innovative entrepreneurial BBS, including innovation entrepreneurship lecture hall, special BBS, entrepreneurial salon, etc. To create a communication space for creatives, designers and implementers .It help them communicate with each other, "collision" out of new ideas, burst great innovative and entrepreneurial performance.

3.4.3 Various lectures and exchange activities should be held to invite successful entrepreneurs to introduce their experience and experience in innovation and entrepreneurship, which will help guide college students to practice innovation and entrepreneurship and give play to the role of off-campus entrepreneurship mentors. Some courses employ entrepreneurs as practice instructors to discuss with university teachers and jointly develop innovation and entrepreneurship courses with strong practical orientation.

3.4.4 We should improve the operation mechanism of college students' innovation and entrepreneurship practice bases, establish cooperative relationships with relevant local entrepreneurship industrial parks and business incubators, and provide convenient conditions for students to start their own businesses. Actively introduce venture capital companies and sign strategic cooperation agreements to attract investment for student entrepreneurship projects. The establishment of a business incubator platform to provide entrepreneurial services and guidance to the initial entrepreneurial students.

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