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Research on the Curriculum Construction of Innovation and Entrepreneurship Education in Independent Colleges

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Abstract: ***It is imperative for independent colleges to promote the construction and reform of innovation and entrepreneurship education curriculum. We should adhere to the principles of overall optimization, coordination between theory and practice, systematization and dynamic adjustment. The main way of construction is to lay equal stress on theory and practice, and to cultivate the application ability of ft; Curriculum modularization, offering courses for industry and society; Strengthen the construction of curriculum and teaching materials; Integrate internal and external resources and strengthen the construction of curriculum practice teaching conditions. he theory of "embodied cognition" emerged in the 20th century, mainly due to the dilemma of mind-body dualism, and is regarded as the second generation cognitive revolution. "Embodied cognition" advocates that cognition arises from the interaction between the body and the environment, and that the mind, body and environment are closely linked as a unified whole. It emphasizes that "there is no mind without a body", focuses on the participation of the body in cognitive activities, emphasizes the dynamic interaction between the body and the environment, and encourages multi-sensory participation in experience. The practical nature of music is one of the essential properties of music, and the learning of music, such as singing, playing, appreciating, and creating, is inseparable from physical participation. The rise of "embodied cognition" provides a new perspective and new ideas for music education.***

Keywords: Independent college; Innovation and entrepreneurship; Curriculum construction.

1. INTRODUCTION

With the in-depth development of innovation and entrepreneurship in China, innovation and entrepreneurship education has become an important measure to deepen the reform of higher education and implement the national innovation-driven development strategy. The Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities issued by the State Council proposed that "comprehensively deploy and promote the reform of innovation and entrepreneurship education, strive to promote the renewal of ideas in colleges and universities, improve curriculum, innovate teaching models, strengthen practical training practice, and integrate innovation and entrepreneurship education into the whole process of talent cultivation". Since 2015, the State has successively issued a series of documents, such as the Guiding Opinions on Developing Mass Entrepreneurship Space to Promote Mass Innovation and Entrepreneurship, the Opinions on Several Policies and Measures to Vigorously Promote Mass Entrepreneurship and Mass Innovation, which has pushed mass entrepreneurship and mass innovation to a new climax. Education should serve the economic and social development and provide high-quality talents at all levels for the development of innovative and entrepreneurial economy. At present and in the future, we should pay special attention to training innovative and entrepreneurial talents for economic and social development, and provide human resources guarantee for building China into an innovative society. To this end, the Ministry of Education has also formulated and issued relevant supporting measures and documents. According to the requirements of the Notice on Doing a Good Job in the Employment and Entrepreneurship Work of Graduates of National Ordinary Colleges and Universities in 2016, all colleges and universities should offer innovation and entrepreneurship education courses from 2016, that is, compulsory and optional courses of innovation and entrepreneurship education for all students, and incorporate them into credit management. Entrepreneurship guidance and practical training courses should be offered to students with entrepreneurial intentions. For students who have already carried out entrepreneurial practice, they should carry out enterprise management training. China's innovation and entrepreneurship education started relatively late. Although it has developed rapidly, there are still many problems in education and teaching concepts and objectives, teaching model construction, curriculum system setting, practical teaching carrier and operating mechanism, etc., which are not scientific or adaptive.

2. CONSTRUCTION SIGNIFICANCE

As an important part of higher education, independent colleges have the main function and responsibility of making talent training more suitable for the needs of economic and social development. Cultivating application-oriented, innovative and entrepreneurial compound talents that can effectively serve social practice, and promoting high-quality entrepreneurship and employment of college graduates are urgent tasks and problems to be solved by independent colleges. As an important carrier and way of innovation and entrepreneurship education, innovation and entrepreneurship curriculum design and teaching form shoulder a very important task in improving the innovation and entrepreneurship education system and improving the quality of innovation and entrepreneurship education. It is imperative for independent colleges to improve the construction of innovation and entrepreneurship education curriculum system and promote the construction and reform of innovation and entrepreneurship education curriculum.

Strengthening the curriculum construction of innovation and entrepreneurship education is a necessary measure to implement the relevant policies of the national education reform, and an objective requirement to cultivate application-oriented talents. For the cultivation of students in colleges and universities such as independent colleges, the innovation and entrepreneurship education curriculum starts from Generally speaking, it is also lack of systematicness, practicality, pertinence and hierarchy. The current situation of innovation and entrepreneurship education curriculum construction has affected the implementation process of talent training mode and teaching reform to a certain extent, which is not conducive to the smooth realization of graduates' high-quality entrepreneurship and employment, and is not conducive to the orderly implementation and promotion of the national innovation-driven development strategy. Whether from the theoretical level, the practical level or the operational level, there is an urgent need to build a systematic, hierarchical and perfect advanced innovation and entrepreneurship education curriculum system as soon as possible, and at the same time link all elements in the innovation and entrepreneurship education content system.

2.1 The phenomenon of "mind-body duality" in high school music teaching

Body-mind dualism has led Western philosophy for a long time, and the concept of mind-body dichotomy has had a profound impact on teaching. With the introduction and popularization of the classroom system, a traditional teaching model centered on the teacher, the textbook, and the classroom was gradually formed. This teaching model can improve teaching efficiency to a certain extent, but it confines students' bodies to the "rice paddy" classroom, suppresses students' physical activities, ignores students' physical participation, and neglects students' physical experiences. In this way, the teaching model that inhibits physical development cuts off the connection between students' minds and bodies, and the connection between learning and life. To address the phenomenon of "mind-body dichotomy" among high school students, we should pay attention to the role of the body in cognition and shift from "out of body" to "in body" in the music classroom.

2.2 The inevitable requirement of cultivating students' core literacy

Core literacy is the correct values, necessary character and key abilities that students gradually form through curriculum learning to meet the needs of lifelong personal and social development.[2]The theory of "embodied cognition" is personal, generative and contextual, emphasizing that the mind and body are a unified whole, and aiming to cultivate a whole person who is fully developed physically and mentally . Both core literacy and embodied cognition point to the cultivation of a fully developed and complete person. The core literacies point to the human being itself, answering the question of what kind of human being to cultivate. "Embodied cognition" emphasizes the organic unity of body and mind, truly implements student-centeredness, establishes students' main status, and shifts from focusing on knowledge and cognition to developing students' core literacies.

3. CONSTRUCTION PRINCIPLES

Descartes proposed "I think, therefore I am", which initiated the dichotomy of mind and body in philosophical ontology and became the mainstream of Western philosophy. The body is completely disregarded in the subject's thinking, and the body disappears in the mind's diligent search for knowledge. Influenced by the traditional concept of cognitive science, students' bodies are neglected or suppressed in the teaching process, and music classes emphasize cognition over experience, making it difficult to stimulate students' interest and making learning inefficient and ineffective. Students at the high school level have been deeply influenced by the "aesthetic quietism" of the classroom since they were young, so they are separated from their bodies and lack "embodied" experiences in the classroom. The Subscribe to DeepL Pro to edit this document. Visit www.DeepL.com/profor

more information. "above the neck" music classroom is particularly typical in the high school level. How can high school music teaching move from "detached" to "embodied"? In this paper, we propose the idea of building an integrated high school music classroom based on the perspective of "embodiment", in which students participate in music learning, deeply understand the humanistic connotation of music, and promote students' physical and mental participation in the classroom through the integration of teaching purposes, teaching contents, teaching methods, and teaching evaluation, so that students can enjoy "embodied" music experience. Through the integration of teaching purposes, teaching contents, teaching methods, and teaching assessments, we promote students' physical and mental participation in the classroom, let them enjoy "experiencing" music, and ultimately point to the sustainable development of their core literacy.

3.1 Overall optimization principle

It is necessary to clarify the position and role of each course in the curriculum system around the goal of talent training. Reorganize and integrate a series of courses according to the order of ability development. Through the optimization of the curriculum system, the primary and secondary relationship, the hierarchical relationship, the internal relationship and the cooperation relationship between the courses are reflected, so that the construction of the curriculum system is reflected in the overall optimization of the whole teaching process.

3.2 Principle of coordination between theory and practice

Strengthen the coordination between theory and practice, compress the hours of theoretical courses, increase the hours of practical courses, give students more independent time, and give students the initiative to learn; Deepen their understanding of knowledge, enable them to learn the method of knowledge inquiry, and experience the learning pleasure of applying knowledge to achieve success.

3.3 Systematic principle

Pay attention to systematization, and focus on the selection and arrangement of course content, teaching material construction and multimedia courseware development. The course is constructed in accordance with the modular principle, ensuring the systematization and less repetition of the knowledge system, and motivating students' learning enthusiasm and initiative.

3.4 Dynamic adjustment principle

The curriculum construction of innovation and entrepreneurship education should meet the dynamic needs of society and the dynamic needs of innovation and entrepreneurship ability. The construction of curriculum system should be based on the basic requirements of cultivating people's quality and ability. The demand for talents is different in different periods and different development stages of society, so the curriculum system is required to have the characteristics of relative dynamic adjustment, so as to maintain the space for sustainable development of the curriculum system.

The first thing that makes an inclusive high school music classroom is that it is based on a "bodily" perspective. This breaks the shackles of the body in traditional teaching, and returns the student's body to the classroom, treating the body as the subject of cognition and meaning construction. Secondly, the inclusive high school music classroom is concerned with the integration of teaching objectives, teaching content, and teaching methods. Developing students' core literacy and promoting all-round physical and mental development; digging deeply into the teaching materials, integrating teaching contents with students' lives and cultural contexts; giving full play to students' multi-sensory linkage effects and designing diversified teaching methods, the integrative high school music classroom enriches music teaching theories in terms of teaching methods.

3.5 Practical value

The body is a very important part of education, but it is severely underestimated in traditional teaching, which seeks efficiency in knowledge. Under "exam-oriented education", students' bodies are suppressed in the desks, and the curriculum of audio, physical education and aesthetics is not emphasized for a long time. As a result of such a teaching model, students' physical quality is poor, which is not conducive to their physical and mental development, scientific development, and the goal of cultivating a well-rounded person. The integrated high

school music classroom is a classroom that integrates mind and body, connects to life, and integrates culture, so that the classroom can shift from "away from the body" to "with the body", which can promote the overall healthy development of students' body and mind.

4. CONSTRUCTION METHOD AND PATH

Based on the new curriculum's emphasis on core literacy, we clarify the purpose of teaching under the theory of "embodiment" of mind-body integration: from three-dimensional goals to the cultivation of disciplinary core literacy. The core literacy of music includes aesthetic perception, artistic expression and cultural understanding, and the design of teaching purposes should integrate the development of these three core literacies. In the teaching, students should liberate their bodies and be guided to participate in experiencing, perceiving and understanding the forms of expression, elements of expression and unique beauty of music, gradually mastering the basic knowledge and skills of music, cultivating their emotions and sounding their personalities through all-round experiences of body and mind; using their bodies for artistic expression, encouraging students to participate in practical and creative activities such as singing, playing and music creation, giving full play to their imagination and creativity Students will be able to transfer and apply their knowledge and skills, enhance their aesthetic perception and cultural understanding, promote their interpersonal communication and strengthen their ability to cooperate; students will be able to combine their bodies and minds, understand the different cultural contexts and humanistic connotations of music through a multi-sensory linkage teaching method, strengthen their cultural confidence and establish correct cultural values.

4.1 Pay equal attention to theory and practice, and highlight the cultivation of application ability

The courses of independent colleges can be divided into theoretical courses and practical courses according to the different emphasis on imparting knowledge and cultivating ability. Unlike research-oriented universities, which emphasize the cultivation of academic talents with comprehensive and systematic theoretical knowledge of disciplines, independent colleges are The application-oriented undergraduate course should face the reality of economic and social development, pay attention to training talents with strong professional application ability who have coordinated development of knowledge, quality and ability. The practical course is an important link to cultivate students' professional operation ability and innovation and entrepreneurship ability, and should play a pivotal role in the course system. When improving the system of practical courses, independent colleges should do the following: first, improve the proportion of hours and credits in practical teaching; Second, in terms of time arrangement, practical teaching should run through the whole process of talent training, so as to realize the synchronous arrangement and simultaneous implementation of theoretical teaching and practical teaching; Third, in terms of the arrangement of experimental items, the proportion of comprehensive and design experiments should be appropriately increased, and students should be encouraged and guided to check the data and design the experimental process by themselves to complete the experimental content; Fourth, in terms of graduation thesis (design), students are encouraged to choose topics that are oriented to practical problems in experiments, internships, practices or social surveys, and to do real problems.

4.2 Modularization of courses, offering courses for industry and society

Professor Martin Trow believes that the curriculum system at the stage of mass higher education should be phased and modular, that is, to break the highly structured characteristics of traditional courses and form different curriculum modules according to the internal logic between knowledge and the corresponding relationship between courses and industries for students to choose independently. The modular curriculum system highlights the internal relationship between courses. It is guided by the knowledge structure of students in various professional directions, and based on the professional ability that students should have, and it is balanced and reasonable to set up the required curriculum modules, which can better meet the needs of students' diversified knowledge, and also better reflect the goal positioning requirements of the cultivation of application-oriented talents in independent colleges. At the same time, independent colleges should actively undertake the task of cultivating innovative and entrepreneurial talents to serve the regional economic and social development, and pay attention to offering practical innovative and entrepreneurial courses oriented to industry and society. When developing industry-oriented courses, relevant majors should find out the level and orientation of employment; When developing courses with local characteristics, we should focus on serving the local economic and social development, adapt to the social and economic development strategy, the characteristics of economic structure and the future development trend, so that students can better understand the society.

4.3 Strengthen the construction of course materials

The short course of running an independent college, the rapid expansion of its scale, and many deficiencies in its own conditions have led to the obvious lag in the construction of teaching materials for innovation and entrepreneurship courses. In the process of building the teaching materials for innovation and entrepreneurship courses, independent colleges should first base on the goal of talent cultivation and clarify their own positioning, that is, the positioning of independent colleges to cultivate talents is between research-oriented and skill-oriented, can quickly adapt to, competent for jobs with a focus on grass-roots nature, and application-oriented talents with the ability to solve practical problems - which has a stronger theoretical basis than higher vocational colleges, Compared with research-oriented universities, it has strong practical application ability. Therefore, in the construction of teaching materials, it should reflect the training objectives, specialty settings and student characteristics of independent colleges, emphasize the equal importance of theory and practice, and highlight the writing principles of training and improving students' practical ability. Secondly, in the implementation. In addition, we should establish a teaching material preparation team with both theoretical and practical abilities, which is mainly composed of "double-qualified" teachers. The editor-in-chief should not only master deep professional theoretical knowledge, but also have a high level of practical teaching, and have a comprehensive and in-depth understanding of the same kind of teaching materials in this major, and be able to organize a group of teachers who can combine theory with practice and have both teaching and scientific research capabilities to complete the task of compiling teaching materials with high quality. In view of the weak faculty of independent colleges, experts from industry and enterprises can also be invited to compile textbooks in the mode of school-enterprise cooperation.

4.4 Integrate internal and external resources and strengthen the construction of curriculum practice teaching conditions

The realization of the teaching objectives of the innovation and entrepreneurship education curriculum requires higher practical teaching conditions. Independent colleges generally have backward practical teaching conditions, insufficient investment in experimental teaching instruments and equipment, and low utilization of laboratory resources. The construction of practical teaching conditions for innovation and entrepreneurship courses should focus on the integration and utilization of resources and the improvement of the utilization rate of equipment. The integration of resources can be carried out from three different levels: specialty, department and school. The professional level is the integration of the internal resources of the specialty. Different majors establish a perfect practical teaching system that is in line with their own development according to the requirements of the development of their respective fields. Based on the relevance between different directions of each specialty, the practical teaching resources of the innovation and entrepreneurship curriculum are fully integrated and utilized.

5. CONCLUSION

The practice teaching among relevant majors at the department level realizes the integration and sharing of resources, gives full play to the characteristics of each specialty, and forms the internal sharing mechanism of innovation and entrepreneurship curriculum practice resources, which can not only promote the cross-integration of students' professional knowledge, but also stimulate students' enthusiasm for learning. At the school level, that is, the integration of practical teaching resources among the innovation and entrepreneurship curriculum groups in the school, we should fully consider the reality that the current students' practical innovation activities often require interdisciplinary cooperation to complete. The educational administration department and the teaching department should form a practical teaching team based on the characteristics of the discipline and the actual situation, fully coordinate and promote the reasonable and effective use of the software and hardware resources and teacher resources in the school. In addition, the construction of practical teaching conditions for innovation and entrepreneurship courses can also take the mode of school-enterprise co-construction. In the school-enterprise cooperation, the school uses its advantages in human resources and science and technology to provide technical guidance, staff training, product research and development and other services for enterprises to promote the improvement of the core competitiveness of enterprises; Enterprises use their advantages in capital and resources to build practical experimental platforms for schools, purchase equipment, and provide students with practical opportunities and conditions.

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