



# Practical Model of College Students' Innovation and Entrepreneurship Education Based on Social Cognitive Career Theory

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**Abstract.** In the face of fierce competition in the employment environment, it is very necessary for college students to carry out innovation and entrepreneurship education. The practical model of college students' innovation and entrepreneurship education has been running for a long time. Therefore, a practical model of college students' innovation and entrepreneurship education is designed. By building a bridge between students and the society, we can extract the characteristics of the times, obtain the types of social practice, formulate a modular practice system in line with the actual situation of colleges and universities, improve the awareness of entrepreneurship, optimize the innovation and entrepreneurship education mechanism, and build a practical model of innovation and entrepreneurship education for college students. The experimental results show that the running time of the model is shorter than that of the other two models, which shows that the model is more effective when combined with social cognitive career theory.

**Keywords:** Social cognitive career theory · College students · Innovation and entrepreneurship · Educational practice · Teaching mode · Social environment

## 1 Introduction

At present, with the deepening reform of College entrepreneurship education, college students' entrepreneurship education has achieved certain results. At the same time, the new normal of economic and social development also puts forward new requirements of the times for college students' entrepreneurship education. Due to the complexity of society and the difference in interpretation of rules, college students may encounter many unpredictable difficulties and problems in the initial stage of entrepreneurship. In the face of these difficulties, some college students' entrepreneurial passion and enthusiasm are stifled, and they have the idea of shrinking. Under the multiple effects of national policy support, social coordination and University promotion, more and more college students have started their own entrepreneurial journey. Therefore, entrepreneurship education

and practice of college students must become a common priority of the whole society [1, 2].

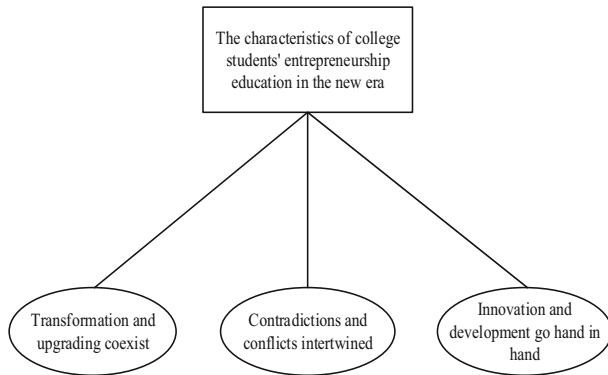
The current “entrepreneurship” is not only a means of creating wealth and making a living, but also a process of acquiring ability and value orientation that is internalized in the heart and externalized in the line. It is also a process of educational appeal that is related to the atmosphere of the times. This requires ideological and political educators to give full play to their abilities and roles, and make efforts to create a good entrepreneurial atmosphere for college students by means of publicity and coordination. College Students’ entrepreneurship education is not only the cultivation of entrepreneurship knowledge and skills, but also the education of ability, quality and values in the field of Ideological and political education. How to train college students to establish entrepreneurial awareness, cultivate entrepreneurial spirit, improve entrepreneurial ability, lead them to internalize advanced entrepreneurial ideas into their own thinking patterns and motivation judgments, and externalize them into specific entrepreneurial behavior patterns is not only the logical premise for colleges and universities to carry out entrepreneurial education, but also the social realistic demand to realize entrepreneurship to drive employment and alleviate employment pressure, and is also the key to promoting the all-round development of college students. To this end, a practical model of College Students’ innovation and entrepreneurship education based on social cognitive vocational theory is proposed, which builds a bridge between students and society through entrepreneurship practice activities, extracts the characteristics of the era of College Students’ entrepreneurship education, obtains social practice types, formulates a modular practice system that conforms to the reality of colleges and universities, improves entrepreneurship awareness, optimizes innovation and entrepreneurship education mechanisms, and constructs a practical model of College Students’ innovation and entrepreneurship education. College Students’ Entrepreneurship must be closely combined with the reality of economic development, integrated into the general environment of social development, and realized self entrepreneurship and promoted social employment and economic development through a variety of ways such as sole proprietorship, joint-stock operation, relying on franchises and agents. Open up a path of entrepreneurship for college students with Chinese characteristics. Developing effective entrepreneurship education for college students is undoubtedly the best way to resolve the conflict of employment concepts and realize entrepreneurship education.

## **2 Practical Model of College Students’ Innovation and Entrepreneurship Education Based on Social Cognitive Career Theory**

### **2.1 Extracting the Time Characteristics of College Students’ Entrepreneurship Education**

The accelerated iteration of current new business forms, new technologies and new industries has brought unprecedented opportunities and challenges to the economic and social development, and the revolution of big data, artificial intelligence and Internet has led to technological innovation and progress. This new era of multi-innovation and

integrated development provides entrepreneurs with a brand-new entrepreneurial living environment and unlimited space for innovation imagination, and builds a good sharing platform for the collaborative use of new resources, new projects and new information. With the continuous enrollment expansion of colleges and universities, higher education has changed from the traditional elite education model to the popular education stage, but the current higher education concept and system are still the same as the elite education, and do not adapt to the current situation of the popular education, and the curriculum system, education methods, teaching mode and other aspects are still the same as the original way. The people are the indispensable decisive factor in the process of social development. They are the historical direction and ultimate power of innovation and development. At present, the Party and the State have released the era horn of innovation-driven development, and the people need to cherish the concept of innovative development and actively participate in the development and reform of the times. There are three characteristics of the age of entrepreneurship education for college students, as shown in Fig. 1:



**Fig. 1.** Characteristics of college students in entrepreneurial education

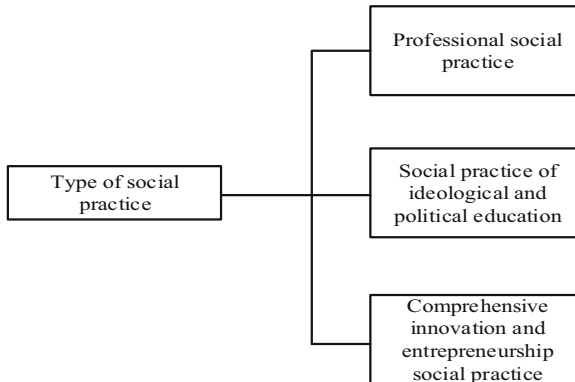
As can be seen from Fig. 1, the characteristics of college students' entrepreneurship education mainly include: innovation and development, transformation and upgrading, contradictions and conflicts. Facing the employment problem of college students, most colleges and universities still pay attention to the increase and decrease of the employment rate of students, but ignore the essential role of entrepreneurship education. The coexistence of innovation and development can effectively stimulate the entrepreneurial enthusiasm of contemporary entrepreneurs, maximize their entrepreneurial thinking, and pursue the right entrepreneurial ideals and values. In the new historical position, the coexistence of innovation and development makes entrepreneurial activities more universal and popular, and every citizen has become a potential entrepreneur in the future. On the basis of transferring knowledge to students, entrepreneurship education should cultivate students' entrepreneurship and entrepreneurial consciousness to meet the needs of modern market economy for talents [3, 4]. Therefore, it is necessary for colleges and universities to grasp the atmosphere of the times, combine their own advantages, think seriously about the development goal of entrepreneurship education, follow

the law of development, and explore scientific and reasonable standards for the goal of entrepreneurship education for college students, so as to train college students to become pioneers in entrepreneurship who undertake the mission and responsibility of the times. Traditional education mode is a subject education mode based on knowledge, which establishes a system of subject knowledge, conveys knowledge needed to students, and shows knowledge context and subject structure. But with the development of social economy, the demand of human resource market is based on ability. The traditional education model is difficult to meet the demand of the market. Transformation and upgrading are the key words of social transformation period. With the development of economic globalization, political multipolarity and cultural pluralism, the adjustment of the social system, the decentralization of government power, the integration of multiple social resources and other multiple measures have promoted the transformation and upgrading of society, and formed the era pattern of diversified distribution of resources, diversified distribution of interests and power. At present, the majority of colleges and universities in our country are still based on traditional subject education, and entrepreneurship education is also based on traditional education mode. This kind of educational model has seriously hindered the effect that entrepreneurship education should achieve, and the development of all social forces has achieved a dynamic balance. Historical experience shows that with the economic and social changes in the transition period, profound changes will take place in all areas of society. At present, entrepreneurship education in colleges and universities lacks a good social environment for entrepreneurship. Good campus environment and social environment greatly affect students' initiative and enthusiasm. Along with the transformation of economic structure, mechanism, interest distribution and concept, people's life style, behavior pattern, educational idea and value concept will be reconstructed. Entrepreneurial practice is an important part of entrepreneurial education, but also to improve the effectiveness of entrepreneurial education is the basic way. Traditional teaching methods in class are mainly teaching-oriented, students are in a passive position in learning, and can not improve the ability of independent thinking and innovation. The fierce battle for position in the ideological field, the lack of belief in the social value level and the distortion of value in the individual level caused by the erosion of the Western bad value concept and so on, these bad effects have changed the original cultural ecology, political ecology, value ecology and entrepreneurial ecology of our country. By building a bridge between the students and the society, the students can form a correct goal and value orientation of starting an undertaking in practice, strengthen the ability of organization and management, the ability of social contact and the ability of practice, and enhance the comprehensive quality of starting an undertaking in an all-round way. College students are at the stage of world outlook, outlook on life, stable and mature values, sensitive to new things, strong ability to accept, can adapt to social development and change quickly, but also vulnerable to the negative impact of multiple complex social factors, especially in the ideological field and the field of values.

## **2.2 Get Social Practice Types**

Innovative and entrepreneurial professional social practice is a kind of social practice which is carried out in the process of professional teaching, in order to achieve the goal of students' practical application and to cultivate innovative and entrepreneurial talents.

College students' entrepreneurship education is carried out under the guidance of Marxist view of practice. First, the practical goal of college students' entrepreneurship education should be specific. This kind of social practice emphasizes the professionalism as the basis and the innovation and entrepreneurship as the aim. Internship of innovation and entrepreneurship requires students to have good basic quality, solid professional foundation, strong ability of transfer and conversion, and based on their own interests and hobbies, lay the practical needs for innovation and entrepreneurship [5, 6]. The aim of practical education is the basis and direction of college students' entrepreneurship education. Establishing a modular practical system in line with the actual situation of colleges and universities can guide the sound development of entrepreneurship education, correct the cognitive deviation in theory teaching in time, guide the entrepreneurship education not to deviate from the correct track and guide college students to establish a correct concept of entrepreneurship practice. The practice of innovative and entrepreneurial specialty emphasizes the cultivation of students' entrepreneurial skills. Compared with traditional professional practice, innovative and entrepreneurial professional practice is more inclined to the cultivation of entrepreneurial skills. Second, expand the carrier and mode of entrepreneurship practice. To some extent, rich practical carriers and diversified modes can make up for the deficiency of small audience and high similarity of cognitive behavior, which is the key factor affecting the effect of college students' entrepreneurial practice. As a result, the types of social practice are shown in Fig. 2:



**Fig. 2.** Types of social practice

Through the Fig. 2, we can see that the types of social practice mainly include: professional social practice, ideological and political education social practice, comprehensive innovation and entrepreneurship social practice. Innovative and entrepreneurial professional practice brings new challenges to colleges and universities, puts forward new requirements for professional construction, sets new benchmarks for students' professional training programs, and must combine innovative and entrepreneurial education with professional education so as to ultimately create conditions that can meet the requirements of innovative and entrepreneurial professional practice. First, the school actively provide innovative and entrepreneurial professional internship opportunities.

Second, students actively and actively to find their own suitable practice units. Third, the all-round grasp of innovation and entrepreneurship education in professional education integration, serious thinking, the courage to practice. Colleges and universities should actively expand the methods of entrepreneurial practice education, explore interactive discussion, brainstorming, experience sharing and other teaching models. Professional research emphasizes on the basis of professional learning, thoughtful, problematic investigation. Compared with the traditional professional research, the innovation and entrepreneurship professional research emphasizes the innovation ability and the entrepreneurship analysis ability, and the research subject is more inclined to innovation and entrepreneurship. At the same time, a good atmosphere for entrepreneurship practice shall be created in combination with the students' entrepreneurship associations, students' entrepreneurship parks, incubators, maker studios, practice platforms for school-enterprise cooperation and other physical situations in colleges and universities, and the entrepreneurship practice shall be independently carried out with the assistance of guiding teachers, and emphasis shall be laid on the evaluation of the effectiveness of practice, so as to avoid the practice education of entrepreneurship practice becoming a mere formality. Through the professional survey of innovation and entrepreneurship, we shall understand the comprehensive application of professional contents in the society, deepen the grasp of the future development situation of this specialty, establish the social cognitive ability of students, analyze the possibility of this specialty taking the road of entrepreneurship in the future career, increase the understanding of entrepreneurship, and invest the theoretical knowledge and theoretical research learned in innovation and entrepreneurship. The education of entrepreneurial values is an important part of college students' education of entrepreneurial values, which is consistent and reasonable with the contents of ideological and political education. In order to truly carry out the professional investigation and research on innovation and entrepreneurship, the operation requirements are basically the same as those for ordinary professional investigation and research, and the contents of the investigation and research shall conform to the teaching objectives of the specialty; and secondly, the professional knowledge and the theoretical knowledge on innovation and entrepreneurship shall be combined to find the entrepreneurship analysis direction that they pay attention to. At present, college students' entrepreneurship education is still a little inadequate, even marginalized, lack of due attention and recognition, which seriously hinders the effectiveness of college students' entrepreneurship education.

### **2.3 Optimize the Innovation and Entrepreneurship Education Mechanism**

Innovation and entrepreneurship internship is an important part of the students' complete learning system. It pays attention to stimulate students' ideas of innovation and entrepreneurship in the process of internship. Where conditions permit, teachers with practical experience in entrepreneurship shall be selected as the teaching team of entrepreneurship education for college students in priority. Compared with the traditional professional probation, the probation of innovation and entrepreneurship pays more attention to the construction of practice base. Innovative and entrepreneurial internship emphasizes that schools should actively build innovative and entrepreneurial internship bases for students to provide conditions and create a novice environment. At present,

many colleges and universities in our country tend to select teachers of economic management, who have solid knowledge of economic management, and can understand and analyze the economic phenomena in the current social economic activities with economic management theory. In order to ensure the smooth construction of the subsequent model, the idle channel transmission mode is adopted. Therefore, when a node  $p$  transmits messages with a distance of  $\beta$  and a packet of  $\delta$  bits to the node  $q$ , the energy consumption is as follows:

$$G = \sum \frac{|\beta - \delta|^2}{l(p, q)} \quad (1)$$

Meanwhile, when a node  $q$  receives the data sent by the node  $p$ , the energy consumed is:

$$H = \frac{1}{\phi \times \gamma} \quad (2)$$

In formula (2),  $\phi$  represents the energy consumed by the sending circuit and the receiving circuit during data transmission, and  $\gamma$  represents the distance between the sending node and the receiving node. Based on formulas (1) and (2), a formula for calculating the threshold is derived:

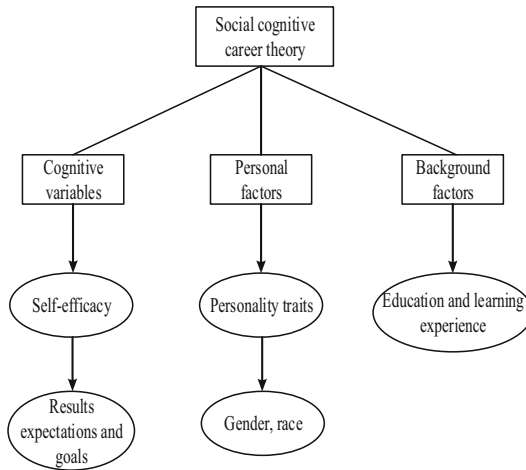
$$L = \frac{\sigma^2}{1 - \frac{1}{\eta}} \times (\gamma - \eta) \quad (3)$$

In formula (3),  $\sigma$  represents the current remaining energy of the sensor node, and  $\eta$  represents the initial energy of the node. The level of innovation and entrepreneurship education practice base should be multi-level, the form should be rich and diverse. In addition to national innovation and entrepreneurship internship bases, innovation and entrepreneurship internship bases at the national, provincial, prefectural, school and college levels, innovation and entrepreneurship community bases, innovation and entrepreneurship job bases and innovation and entrepreneurship incubation bases shall be established in various forms. Therefore, colleges and universities should invite entrepreneurs and entrepreneurs with practical experience to the university campus, and share the entrepreneurial experience with students by giving lectures and seminars. Many colleges and universities have made beneficial attempts, such as Shanghai University of Technology has built a "Student Innovation and Entrepreneurship Center", which has many distinctive platforms for innovation and entrepreneurship. Such as virtual manufacturing technology platform, numerical control manufacturing technology platform, electrical automation technology platform, medical equipment and food safety technology platform, public business service platform, women's vocational coaching camp, etc., to become a base for innovation and entrepreneurship. At the same time, teachers teaching college students entrepreneurship education courses should create opportunities for them to go out of campus, enter the enterprise, personally experience the process of entrepreneurship practice, and improve students' entrepreneurship practice ability [7]. Colleges and universities should provide more opportunities for the teachers who are engaged in the course teaching of college students' entrepreneurship education to study

and communicate, and improve their entrepreneurship analysis ability and theoretical level. And create appropriate conditions, so that they can really participate in some entrepreneurial projects to experience the practice of entrepreneurship, accumulation of entrepreneurial experience, entrepreneurship teaching theory and practice together, so that the overall level of entrepreneurship education has been improved. Therefore, schools should build a comprehensive platform for innovation and entrepreneurship education according to resources, professional characteristics and teaching needs, and establish various innovation and entrepreneurship education practice bases.

### 2.4 Construction of Practice Model of Social Cognitive Career Theory

Social Cognitive Career Theory introduces the evolution of career development from the perspective of social cognition, trying to explore the complex relationship between individual characteristics and occupational background, cognitive and interpersonal factors, and the complex relationship between self-orientation and the impact of external environment on career. The main theoretical source of social cognitive career theory is Bandura’s social cognitive theory, which is the application of social cognitive theory in career development. The purpose of social cognitive career theory is to provide a potential unified theoretical framework. In the theory of socio-cognitive occupations, cognitive variables, personal factors and background factors are the three core variables that interact with each other in the theory, as shown in Fig. 3:



**Fig. 3.** Basic framework of social cognitive career theory

As can be seen from Fig. 3, in addition to cognitive variables, personal factors and background factors, it also includes: self-efficacy, expectation of results, personal goals, personality traits, gender, race, education, learning experience and other details. Expectation of results refers to an individual’s belief that certain actions will lead to certain results. Personal goals are the goals that individuals expect to achieve in their specific

activities. Social Cognitive Career Theory, which emphasizes the interaction between self-directed thoughts and social processes in guiding human behavior, has proved to be heuristic and applied in a wide range of psychosocial fields, such as career choice, educational achievement, organizational management and emotional response. Social cognitive career theory includes three interrelated sub-models, namely, occupational interest model, occupational choice model and job performance model, in which the three core variables play a significant role. One of the aims of social cognitive career theory is to update and expand the research by establishing closer links with the advancement of social cognitive theory and the empirical basis of occupational and non-occupational fields. Innovative and entrepreneurial school association is a combination of market-oriented operation mode and project management. Students learn the relevant skills of market operation, project development and project management and try to start a business. Entrepreneurial ability refers to the efficiency of entrepreneurial activities caused by the entrepreneur's subjective initiative, which is one of the conditions to effectively ensure the smooth progress of entrepreneurial activities [8]. It is different from the ordinary associations in colleges and universities that enterprises carry out innovative and entrepreneurial activities in the form of associations to attract students to start their own businesses. Entrepreneurial ability mainly includes people's general ability, as well as insight into market business opportunities, the ability to obtain and analyze business information, the ability to make quick decisions, the ability to coordinate teams, the ability to manage, the ability to adapt to society, the ability to communicate and coordinate, and the ability to innovate independently. Because of the support and work habits of the enterprise, the innovative and entrepreneurial school associations help students to learn different knowledge structures in terms of work concepts, operation methods and evaluation standards, and also further enhance the enterprise culture. The cultivation of entrepreneurial ability is a key part of entrepreneurship education in colleges and universities. At the beginning of entrepreneurship, entrepreneurship ability such as professional knowledge and skills is an essential and rigid condition for entrepreneurs, and has the ability to capture and analyze market information sensitively. Innovative and entrepreneurial school associations are an effective carrier for entrepreneurship practice, which speeds up the process of students' socialization and strengthens students' entrepreneurship awareness. For this kind of activities, it is necessary to have teachers with strong entrepreneurial ability as instructors. The instructors play an important role in the practical activities of the associations, which will affect the extension or cessation of a student's entrepreneurial consciousness. Only with earnest, responsible and experienced instructors can the activities of associations of innovative and entrepreneurial schools realize its role in cultivating students' entrepreneurial consciousness. Master business management ability and interpersonal skills, to have the ability to know people, but also have to withstand setbacks of the ability to resist pressure. The summary of a lot of ability, just be complete pioneering ability.

### 3 Experimental Analysis

In order to verify the validity of the practical model of innovation and entrepreneurship education for college students, an experiment was conducted. The practical model of

undergraduates' innovation and entrepreneurship education based on cluster analysis and the practical model of undergraduates' innovation and entrepreneurship education based on deep learning are selected to carry out experimental tests with the practical model of undergraduates' innovation and entrepreneurship education in this paper. Under the conditions of different correlation coefficients, the running time of the three models is respectively tested. The experimental results are shown in Tables 1, 2, 3 and 4:

**Table 1.** Correlation coefficient 0.105 Model run time (ms)

Number of experiments	Practical model of innovation and entrepreneurship education for college students based on cluster analysis	Practical model of innovation and entrepreneurship education for college students based on deep learning	Practical model of innovation and entrepreneurship education for college students
1	102.33	107.31	89.64
2	105.62	106.54	91.25
3	104.71	105.28	85.71
4	115.28	104.39	84.62
5	106.37	108.14	83.55
6	105.49	110.58	82.59
7	112.88	113.12	84.10
8	105.42	106.87	85.61
9	106.31	109.45	84.63
10	106.15	110.64	82.91

According to Table 1, the average running time of the model and other two models is 85.46 ms, 107.06 ms and 108.23 ms, respectively.

From the Table 2, the average running time of the two models and other two models is 72.01 ms, 92.933 ms and 92.33 ms.

According to Table 3, the average running time of the model and other two models is 55.98 ms, 75.60 ms and 76.18 ms, respectively.

According to the Table 4, the average running time of the model and other two models is 35.84 ms, 54.577 ms and 52.60 ms respectively.

To sum up, the college students' innovation and entrepreneurship education practice model based on the social cognition career theory has a shorter average running time and better educational practice effect. The reason is that this model introduces the evolution perspective of career development from the perspective of social cognition, and tries to explore the relationship between individual characteristics and career related backgrounds, The complex relationship between cognition and interpersonal factors, as well as the complex relationship between self orientation and the impact of external environment on career, is conducive to reducing running time to a certain extent.

**Table 2.** Correlation coefficient 0.205 Model run time (ms)

Number of experiments	Practical model of innovation and entrepreneurship education for college students based on cluster analysis	Practical model of innovation and entrepreneurship education for college students based on deep learning	Practical model of innovation and entrepreneurship education for college students
1	94.16	89.67	72.61
2	92.21	92.37	73.48
3	93.19	94.02	71.92
4	92.17	93.41	70.48
5	93.54	92.01	71.09
6	94.32	92.25	72.61
7	92.55	91.47	73.46
8	91.34	96.33	72.51
9	92.17	91.05	71.25
10	93.66	90.74	70.69

**Table 3.** Correlation coefficient 0.305 Model run time (ms)

Number of experiments	Practical model of innovation and entrepreneurship education for college students based on cluster analysis	Practical model of innovation and entrepreneurship education for college students based on deep learning	Practical model of innovation and entrepreneurship education for college students
1	76.39	74.91	60.33
2	75.84	75.43	59.74
3	73.77	78.13	58.61
4	75.60	76.92	55.33
5	77.01	77.03	54.02
6	75.94	76.12	56.71
7	76.43	78.09	55.29
8	75.82	75.49	54.11
9	74.19	74.52	53.62
10	75.02	75.16	52.07

**Table 4.** Correlation coefficient 0.405 Model run time (ms)

Number of experiments	Practical model of innovation and entrepreneurship education for college students based on cluster analysis	Practical model of innovation and entrepreneurship education for college students based on deep learning	Practical model of Innovation and entrepreneurship education for college students
1	56.14	52.09	33.64
2	55.33	53.47	36.87
3	56.10	52.84	35.91
4	55.94	56.37	34.28
5	54.81	52.91	36.14
6	53.67	52.49	35.77
7	52.88	51.27	34.82
8	53.14	52.08	35.96
9	54.66	51.69	36.77
10	53.02	50.79	38.20

## 4 Conclusion

The designed innovation and entrepreneurship education practice model for college students has a short average running time, has a good educational practice effect, can help students achieve the training goal of innovation and entrepreneurship talents, and is an important guarantee for improving the overall innovation and entrepreneurship ability. At the same time, it enriches the academic research materials on the practical model of College Students' innovation and entrepreneurship education.

In the follow-up research, the countermeasures to improve the quality of innovation and entrepreneurship education in Colleges and universities are to establish the concept of national strategic development, collaborative innovation development and people-oriented development; In the course design, we should build the curriculum system of innovation and entrepreneurship education, reasonably increase the proportion of practical courses, and increase the curriculum content of innovative thinking development; In the construction of teaching staff, we should improve the ability of innovation and entrepreneurship professional teachers, improve the overall quality of part-time teachers, and strengthen the reserve of innovation and entrepreneurship teachers; In optimizing the environment of innovation and entrepreneurship education, we should pay attention to the positive guidance of public opinion, create a good campus cultural atmosphere, and influence innovation and entrepreneurship education with family environment; On the issue of resource allocation, we should encourage more social resources to enter the innovation and entrepreneurship activities of college students, build an education platform combining industry, University and research, and carry out innovation and

entrepreneurship education exchanges between schools and colleges, so as to complement each other's advantages. In terms of policy support, we will introduce guiding policies at the national level, improve supporting policies for local support, and strengthen supervision over policy implementation.

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