

Evaluation of the implementation effect of the innovation and entrepreneurship training plan for a medical college students in the past two years

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Abstract.Innovative education is the focus of quality education in higher medical colleges. In this paper, we investigate the cognitive situation and satisfaction of the students who plan to participate in and have participated in the innovation and entrepreneurship training program of college students. Discuss how to better carry out the innovation and entrepreneurship training plan for college students under the new situation, and analyze the problems existing in the implementation process of the project, so as to provide guidance and reference for the training of innovative and entrepreneurial talents.

1.Introduction

"Innovation is the soul of a nation and the inexhaustible driving force for national prosperity."With the rapid development of knowledge economy today, the rapid development of medical science and technology requires medical practitioners not only to have noble professional ethics and exquisite technology, but also to have innovative spirit and innovative ability, and to be able to creatively solve the problems encountered in clinical work. The traditional indoctrination teaching mode is single, most focus on the explanation of a certain detail, it is difficult for students to take the initiative to learn, the acceptance of knowledge often fails to meet the expectations, it is difficult to meet the requirements of modern medical talent training goals, the teaching effect is often not good[1-3]. The compulsory courses learned by medical students in college are subjects with various knowledge points and difficult to remember. In clinical subjects, they have the characteristics of strong practicality, extensive professional knowledge and close integration with clinical practice. They are highly theoretical, practical and practical[4,5].

In 2021, the Guiding Opinions on Further Supporting College Students' Innovation and Entrepreneurship were proposed[6], Innovation and entrepreneurship education will run through the whole process of talent training, and enhance the innovative spirit,entrepreneurial consciousness and innovation and entrepreneurship ability of college students. In the past two years, Qiqihar Medical College has established 34 national innovation training programs, 99 provincial innovation training programs and 139 university-level entrepreneurship training programs.

In order to understand the development and implementation effect of the innovation and entrepreneurship training program for college students in our school, the research group conducted a survey on 200 students who have

participated in and who have participated in the innovation and entrepreneurship training program for college students.

2.Investigation objects and methods

2.1 Objects of investigation

The respondents are the students who have participated in a medical university and who have already participated in the innovation and entrepreneurship Program, a total of 200 people were surveyed.

2.2 Investigation methods

Adopting a combination of "online+offline" training format. We have introduced teaching platforms such as Changjiang Rain Classroom, Superstar Learning Connect, and Wisdom Tree to recommend high-quality course learning, online academic conferences, and expert lectures to students online. We also invite experts and experienced teachers with innovation experience to conduct lectures and special discussions offline.

The questionnaire was conducted in the form of students' gender, grade, innovation and entrepreneurship consciousness, innovation and entrepreneurship ability,

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innovation and entrepreneurship ability, etc. The questionnaire is divided into four categories: very satisfaction, very dissatisfaction, dissatisfaction and very dissatisfaction, and satisfaction = (very satisfaction + dissatisfaction) / 100%. The electronic questionnaire is sent to the students in the form of QR code scanning. Including basic information, innovation and entrepreneurship awareness, innovation and entrepreneurship courses Cheng satisfaction, etc [7,8].

2.3 Statistical analysis

The questionnaire was uniformly reviewed and coded, and the data were statistically analyzed using SPSS 22.0. The count data (satisfaction survey) were expressed as a percentage (%), using the chi-square test (Chi-square), $P < 0.05$. Show that the difference was statistically significant [9].

3. Results

3.1 General situation

A total of 200 college students presided over and participated in the innovation and entrepreneurship, 131 girls, accounting for 65.5%, male students 69, accounting for 34.5%, came from 3 colleges.

competition (Table 1), it is found that 7.5% of students do not have enough understanding of the policies and regulations of innovation and entrepreneurship of college students issued by the state, and 100% of students have great interest in innovation and entrepreneurship projects Fun, but only 38% of students have participated in innovative entrepreneurship competition experience, 100% of students think in innovative entrepreneurship competition can cultivate scientific research consciousness, improve the ability of scientific research experiment, 75% of students task innovative entrepreneurship education can improve the ability to solve the problem, 56.5% of students task innovative entrepreneurship education for college students 'employment and one's deceased father grind has great benefits.

Table 1 Cognition of the Innovation and Entrepreneurship Competition [n(%)]

	Con-formit	Gene-ral	Incon-formity
Very familiar with Policies and regulations	165 (82.5%)	20 (10%)	15 (7.5%)
Have great interest in innovation and Entrepreneurship projects	200 (100%)	0 (0%)	0 (0%)
Have participated in Competition experience	76 (38%)	0 (0%)	124 (62%)
Improving scientific research awareness and experiment ability	200 (100%)	0 (0%)	0 (0%)
Improving the ability to solve problems	150 (75%)	42 (21%)	8 (4%)
It's benefit to the employment and the Postgraduate examination	113 (56.5%)	25 (12.5%)	62 (31%)

3.2 Investigation on the application and implementation process of innovation and entrepreneurship projects

In the implementation stage of the innovation and entrepreneurship project (Table 2), 83% of the students believe that the tutor often supervises the implementation progress of the project ($\chi^2=17.16$, $P < 0.001$), 49% of the students thought that the team members could grasp the

progress of the project ($\chi^2=26.79$, $P < 0.001$), 91.5% of the students believe that participating in innovation and entrepreneurship topics is beneficial to the learning interest of the professional course ($\chi^2=2.18$, $P < 0.05$), 95.5% of the students believe that innovation and entrepreneurship projects can improve the ability of writing research reports and academic papers ($\chi^2=4.49$, $P < 0.05$), 47% of students believed that ($\chi^2=28.26$, $P < 0.001$).

Table 2 Satisfaction survey of the application and implementation process of innovation and entrepreneurship projects

	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Degree (%)	χ^2 P
Mentors often Supervise the progress	97	69	20	14	83	17.16 <0.001
The team members grasp the progress	43	55	81	21	49	26.79 <0.001
Improve learning interest of this Professional Course	113	70	15	2	91.5	2.18 <0.05
Improve the ability of research reports and academic papers	101	90	8	1	95.5	4.49 <0.05
Conflict with School work	36	58	80	26	47	28.26 <0.001

4. Discussion

The quality of talent training is related to the survival and development of the school and the development of students in the employment position. Innovation and entrepreneurship education into professional education, aims to promote schools to change educational ideas, is an important means to cultivate students' innovative ability, innovative consciousness and innovative spirit, promote mass entrepreneurship, effectively activate professional Knowledge[10-11]. It plays a significant role to improve students' learning enthusiasm, stimulate students' interest in professional knowledge, and better master professional knowledge. After the implementation of the innovation and entrepreneurship training program for college students, students' teamwork ability has been improved, their project application and design ability have also been improved, and their project implementation, organization and coordination ability has also been improved Got the workout[12-18].

Scientific research mind is to cultivate students to establish a scientific way of thinking in scientific research. Being able to identify problems from universal phenomena, combine them with scientific theories, and form specific scientific thinking methods and logical reasoning abilities; Being able to discover the correlation, identity, and universality between intermittent phenomena; Being able to reason layer by layer through a phenomenon, forming a complete system of scientific research practice.

According to the survey on the cognition of innovation and entrepreneurship competition and the satisfaction of the implementation process of innovation and entrepreneurship topic, All students have a great interest in undergraduate innovation and entrepreneurship programs, All believe that the competition can cultivate scientific research awareness, improve the ability of scientific research experiments, Innovation and entrepreneurship education has great benefits to college

students' employment and postgraduate entrance examination, It may be related to the school's strong publicity, the students' deep understanding of the college innovation and entrepreneurship policies and regulations issued by the state, and the tutors' frequent supervision of the implementation progress of the project, 91.5% of the students believe that participating in innovation and entrepreneurship projects is conducive to the learning interest of this major course, 95.5 percent of the students believe that innovation and entrepreneurship projects can improve their ability to write research reports and academic papers, But only 38 percent of students had participated in innovation and entrepreneurship competitions, May lack a sense of understanding about the progress of the project, Study stress, Innovation and entrepreneurship programs are in conflict with school work.

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