Constructing College Students' Innovative and Entrepreneurial Literacy System Based on Core Literacy

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Abstract. Core literacy has become the focus of attention for many international organizations and regional education reforms. Research has shown that core literacy is essentially the manifestation of the comprehensive competences of human beings. In the cultivation of innovative and entrepreneurial talents, colleges and universities must, focusing on "core literacy" and upholding the value orientation of "all-round development of human beings", promote the formation mechanism of innovation and entrepreneurship literacy through four aspects, ideological and political guidance, multiple evaluation, integrative development, and psychological support. On this basis, this paper builds a five-in-one innovation and entrepreneurship literacy system for college students with college students as the subject and their families as the auxiliary, colleges and universities as the carrier, government policies as the guide, enterprises as the platform, and banks as the intermediary, thus promoting the quality revolution of innovation and entrepreneurship education in China and enhancing the training performance of innovative and entrepreneurial talents. This will advance the quality revolution of higher education and enhance the talent generation for higher education.

Keywords: Core Literacy; Innovation and Entrepreneurship; Innovation and Entrepreneurship Literacy

1   Introduction

Innovation and entrepreneurship education has become one of the important issues in China's higher education. It is necessary to integrate ideological and political education throughout the whole process of education and teaching [1].

As a concept closely aligned with the times and a spirit in line with the needs of talent cultivation, it serves as a new approach to building the innovative and entrepreneurial mindset among college students. In 2021, the Guiding Opinions of General Office of the State Council on Further Supporting College Students' Innovation and Entrepreneurship explicitly proposed to "integrate innovation and entrepreneurship education throughout the whole process of talent cultivation", thus solidifying its position as an essential driving force for the development of knowledge economy and the cultivation of innovative talents. Innovation and entrepreneurship education has aroused the concern of numerous scholars, with their research primarily focusing on exploring[2]the six fields of educational models, building and

operating[3]educational systems, researching[4] educational values, developing[5] educational courses, and evaluating[6] educational outcomes education multi-disciplinary integrstion development[7].

However, there are relatively few scholars who have studied the talent cultivation of innovation and entrepreneurship education from the perspective of core literacy or analyzed the construction of the innovation and entrepreneurship literacy system among college students in response to the needs of the times. The concept of "mass innovation and entrepreneurship" has a profound impact on people's hearts, but due to China's later start and slower development in innovation and entrepreneurship education, Chinese college students still face challenges such as low entrepreneurial willingness, insufficient innovation spirit, and weak practical skills in innovation and entrepreneurship[8]. It is a pressing issue that needs to be urgently addressed on how to earnestly raise the innovation and entrepreneurship awareness and competences of college students, cultivate innovative and entrepreneurial talents with core literacy to be a vital asset as the builders and successors of the socialist cause. This paper will, from the perspective of core literacy, construct an innovation and entrepreneurship literacy system for college students to advance the development of innovation and entrepreneurship education in our country.

2   Connotation of Core Literacy

2.1   Definition of Literacy

The term "literacy" can be traced back to The Biography of Li Xun in the Han Dynasty: "horses that don't get enough nutrition don't have the strength to run on the road; People who don't have enough ability can't make the country strong." Additionally, Lu You also said in the "Shangdian Zhaji": "if the horse is not domesticated in the trough, it cannot gallop thousands of miles; officials cannot shoulder the heavy responsibility of strengthening the country unless they strengthen their self-cultivation at ordinary times; if people don't attach importance to the cultivation of subjective spirit at ordinary times, they will be afraid and flustered when things happen." These are just some of the ancient uses of "literacy", which is generally interpreted as the cultivation and capability. The corresponding English words for "literacy" include "skill", "competence" and "ability." In 1998, the OECD adopted the word "competence" to express literacy. In comparison to other words, this word is more superior and inclusive, and its connotation involves the combination of knowledge, skills and attitudes[9]. Thanks to the development of the times and the influence of international education reform, Chinese academic circles have made a new study on "literacy". Huang Guangxiong and Cai Qingtian(2010) hold that "literacy" refers to the necessary conditions for citizens in modern society; when facing the practical problems and challenges of life, individuals can take effective actions to meet the needs of life by virtue of their knowledge, capability and attitude[10]. Overall, literacy is a concept that describes people's knowledge, skills and values as a whole. A person has many literacies, but what is the literacy that conforms to the needs of the times and the development of the country? This leads to the concept of "core literacy".

2.2 Connotation of Core Literacy

In March 2014, the Ministry of Education released the Opinions on Deepening Curriculum Reform in an All-round Way and Implementing the Fundamental Task of Strengthening Moral Education and Cultivating People. The term "core concept" is proposed for the first time in national documents, placing the research and formulation of the core literacy system for students' development in the key link to guide the curriculum reform [11]. Zhu Hongqi (2016) holds that core literacy should reflect both "individual needs" and "social needs", and they are "advanced literacy" and the "key literacy" that can reflect both "globalization" and "localization"[12]. Lin Gaoming (2018) explains that core literacy encompasses the characters and key skills required for students with respect to knowledge, attitudes, and values during their educational process[13]. Chang Sasa (2019) offers a new perspective in evaluating core literacy, suggesting that core literacy should be examined from the standpoint of Marxist practice theory, taking into account the dialectical unity of the individual and society, in a bid to finally achieve the all-round development of individuals, and make personal development meet the needs of social development and promotes social progress[14].

In the late 20th century, the United States also started to be concerned about core literacy. The scope of core literacy in the United States includes learning and innovation skills, life, media, technical skills and other dimensions, specifically including critical thinking, creativity, communication, exchange and cooperation, flexibility, adaptability and other indicators[15]. Besides, "core literacy" was explicitly defined as the "21st-century competences" in the "21st-Century Learning Framework"[16]. Singapore has also issued relevant documents, which set the "21st-century competences" in respect of core values, social and emotional competences, and adaptability to global socialization[17]. These countries have established the core literacy model for students (Table 1) in the education sector based on the influence of their own cultures and the needs of talent training, resulting in core literacy with a clear internal logic. As a result, the connotation of core literacy in each phase has been enriching and developing.

Table 1. Contents of Core Literacy Framework of Some Countries and Organizations

	China	OECD	United States	European Union
Contents of Core Literacy Framework	① Humanistic connotations ② Scientific spirit ③ Learn to learn ④ Healthy living ⑤ Responsibility ⑥Practice and innovation	① Interactive tools (the capability to use language, symbols, texts, knowledge and information interactively). ② Capability to interact effectively among heterogeneous groups (the capability to form good relations and develop cooperative capability) ③ Capability to act independently (the capability to act, execute, maintain power, interest, etc.)	① Learning and innovation capability (critical thinking and problem solving capability, communication and collaboration capability, creativity and innovation capability) ② Information, media and skills ③ Life and vocational skills	① Communication in mother tongue ② Communication in foreign languages ③ Mathematical literacy, basic scientific literacy, ④ Digital literacy ⑤ Learn to learn ⑥ Social and civic literacy ⑦ Active consciousness and entrepreneurial spirit ⑧ Cultural awareness and expression

Based on the above analysis by scholars and the interpretation of core literacy by the State, the author believes that "core literacy" refer to the key competences, attitudes, and knowledge that people need to cultivate through a variety of means, which can be adapted to their own development and the development of society. Based on the core literacy and starting from the formation mechanism of innovation and entrepreneurship literacy, this paper builds a five-in-one innovation and entrepreneurship literacy system for college students with college students as the subject and their families as the auxiliary, colleges and universities as the carrier, government policies as the guide, enterprises as the platform, and banks as the intermediary.

3　Formation Mechanism of Innovation and Entrepreneurship Literacy System

The development of innovation and entrepreneurship literacy among college students is of vital practical significance for the implementation of innovation and entrepreneurship. Based on the above research, this author will, facing the needs of all-round development of human beings and social development, explore the formation mechanism of innovation and entrepreneurship literacy from four aspects: ideological guidance, multiple evaluation, integrative development, and psychological support, as shown in Figure 1.
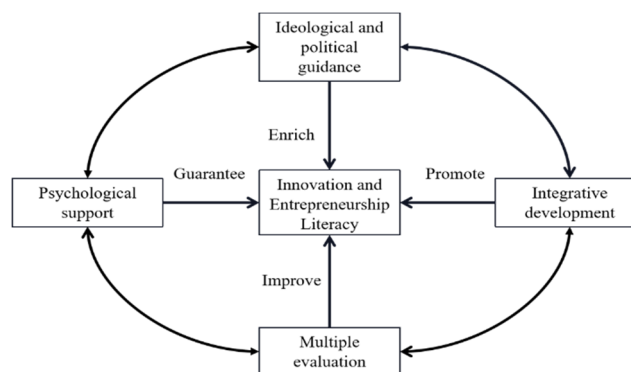

Figure 1. Elements of Formation Mechanism of Innovation and Entrepreneurship Literacy System

3.1　Ideological and Political Guidance to Enhance a Sense of Mission

The societal ideology determines the different mainstream ideological orientations, and ideological and political education, as a necessary foundational course for cultivating high-level talents, should be integrated into innovation and entrepreneurship education[18]. Guided by the current mainstream thought of Marxism, the focus should be on cultivating patriotism, political identity, and national pride rooted in the cultivation process of innovative and entrepreneurial talents, and innovation is the cornerstone of entrepreneurial success. Primarily, college students should cultivate the capability to think innovatively and challenge traditional norms, as well as the courage to propose new ideas and problem-solving methods. Besides, they should develop the spirit of innovation with high moral literacy and the spirit of arduous struggle, simultaneously raise the entrepreneurial awareness of students, and understand the importance of entrepreneurship for the development of our times. Finally, colleges and

universities should guide students to shift their learning mode from "passive learning" to "active learning", allowing them to become the owners of their learning and enhance their sense of ownership. In the process of active learning, students should cultivate their own innovation and entrepreneurship and practical competences, voluntarily devote themselves to entrepreneurship, and promote the innovation drive development strategy of "mass innovation and entrepreneurship"[19].

3.2 Multiple Evaluation and Optimization of Talent Cultivation

The teaching evaluation mechanism chiefly focuses on the diversity of evaluation subjects, evaluation indicators, and evaluation means. Through the multiple evaluation of innovation and entrepreneurship, it can promptly adjust the status of both teachers and students, strengthen information feedback, upgrade their capability to engage in innovation and entrepreneurship, and upgrade the cultivation quality of innovative and entrepreneurial talents.

3.2.1 Multiple evaluation subjects

Reform the existing teaching evaluation subjects of innovation and entrepreneurship, transform from a single subject of teaching evaluation of teachers' innovation and entrepreneurship to multiple subjects of teachers and students, and encourage teachers and students to jointly promote the enhancement of teaching quality; besides, teachers and students can know theirt own defects and deficiencies in a prompt manner, in a bid to adjust the teaching progress and learning status.

3.2.2 Multiple evaluation indicators

The existing evaluation indicators in colleges and universities are predominantly focused on students' mastery of disciplinary expertise and technical skills, and most of them are summative evaluation, which is not conducive to the comprehensive development of teachers and students and lack of a humanistic care for the spiritual realm. The evaluation mechanism for innovation and entrepreneurship literacy should, by combining summative evaluation and formative evaluation and based on the connotation of core literacy, give objective and scientific evaluations of teachers and students through such dimensions as competences, knowledge, and attitudes, thus promoting the comprehensive development of both teachers and students.

3.2.3 Multiple evaluation means

Thanks to the development of information technology, the evaluation of innovation and entrepreneurship literacy can leverage advanced technology knowledge and means to continuously refine and perfect the evaluation mechanism for innovation and entrepreneurship literacy. By drawing on the successful experiences of other countries, e.g., the United States, it is advisable to initiate the "21st Century Skills Teaching Evaluation" in collaboration with Cisco, Microsoft, and Intel[20] to address the issue of technical detection in teaching evaluation. When utilizing these evaluation tools, the contents can be reasonably adjusted based on the specific needs.

3.3 Promoting Integrative Development and Linking Theory with Practice

Core literacy reflects a shift from a "knowledge-based" approach to a "literacy-based" one. Core literacy is interdisciplinary and cannot be achieved by merely focusing on a single discipline[21]. Thus, in the formation mechanism of innovation and entrepreneurship literacy, it is particularly important to strengthen the construction of innovation and entrepreneurship courses, acquire interdisciplinary knowledge, promote the organic fusion of multiple disciplines, and aim to cultivate compound innovative and entrepreneurial talents and talents with cross-thinking competences. The cultivation of innovation and entrepreneurship competences can be achieved through scientific and three-dimensional course systems.

Reforming the traditional form is to use only the teaching mode of the first classroom, increase the proportion of the second classroom and the third classroom, develop students' professional and technical competences through the practical links of the second classroom and the third classroom, and combine the theory and practice of innovation and entrepreneurship education; increase the development of innovation and entrepreneurship curriculum system, and integrate innovation and entrepreneurship education into all disciplines and majors; optimize the knowledge structure and promote the integrative development of multiple disciplines through the integration of innovation and entrepreneurship education and specialized course education.

3.4 Psychological Support to Promote the Implementation of Innovation and Entrepreneurship

Innovation and entrepreneurship are full of uncertainty and risk. College students should develop the competences to dare to face risks and respond flexibly to changes, have perseverance and adaptability, and cultivate self-confidence and the competences to withstand setbacks. Self-confidence is the core content of self-efficacy, which entrepreneurs acquire through their own efforts in the entrepreneurial process[22]. A high degree of self-confidence can contribute to the advancement of innovation and entrepreneurship literacy mechanism, guaranteeing the implementation of innovation and entrepreneurship. Publicizing the experience of successful entrepreneurs with great efforts can boost students' entrepreneurial confidence in the learning process and enhance their sense of self-efficacy in entrepreneurship. Failure is an inevitable part in the process of innovation and entrepreneurship. College students should accept failure graciously and draw lessons from it; view failure as a feedback and improvement opportunity, rather than a reason to give up; and develop resilience and the capability to cope with adversity.

4 Construction of Innovation and Entrepreneurship Literacy System

The construction of innovation and entrepreneurship literacy requires extensive participation and cooperation from both inside and outside the school, as well as from all sectors of society[23].Based on core literacy and the above research, a five-in-one innovation and entrepreneurship literacy system for college students, with college students as the subject and their families as the auxiliary, colleges and universities as the carrier, government policies as

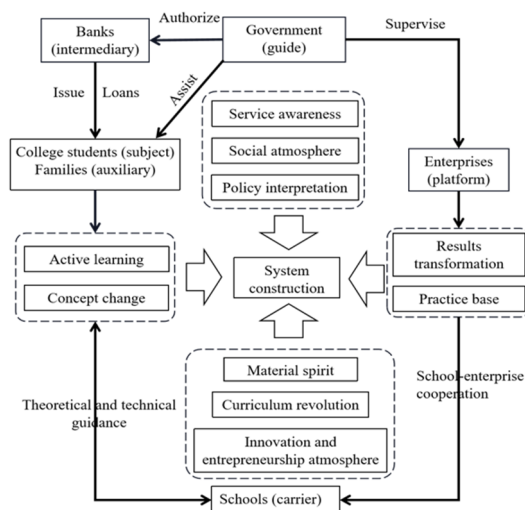the guide, enterprises as the platform, and banks as the intermediary, is set up (as shown in Figure 2).

Figure 2 Composition Relationship of the Five-in-one Innovation and Entrepreneurship Literacy System for College Students

4.1 With college students as the subject and their families as the auxiliary

Innovation and entrepreneurship education is targeted to cultivate outstanding students. Only when students accept and are willing to practice the viewpoints of innovation and entrepreneurship can the substantial effectiveness of education be truly demonstrated. Apart from that, the support of families behind each student is also an essential guarantee for the effective implementation of innovation and entrepreneurship activities[24]. As the subject of innovation and entrepreneurship, college students should first recognize the importance and significance of innovation and entrepreneurship education, transform their traditional thinking patterns, actively learn rather than passively accept, strengthen their knowledge reserves, get up the courage to explore and innovate, cultivate the innovative spirit of exploration and the courage to take risks, and raise a sense of responsibility and mission in the new era. Chinese traditional culture is vast, profound, and has a profound impact on people's values and attitudes. The concept of "officialdom is the natural outlet for good scholars" has influenced families across the country. Thus, it is crucial to change the concept of family education. Each family should raise the awareness of innovation and entrepreneurship and instill this concept in their children. During the process of innovation and entrepreneurship, college students, if receiving support, help, encouragement, and recognition from their parents, can cultivate their innovation consciousness and effectively promote the development of innovation and entrepreneurship activities.

4.2 With colleges and universities as the carrier

Universities are the main battlefield for the country to cultivate talents and undertake the important task of transporting talents for the country[25]. The improvement of college students'

innovation and entrepreneurship literacy can be accelerated through the following three aspects.

Cultivate a cultural atmosphere of innovation and entrepreneurship. The campus culture has a positive function, and a positive and healthy campus culture is a vital factor in cultivating the innovation and entrepreneurship literacy of college students. Schools should regularly organize innovation and entrepreneurship activities and competitions, "replacing and promoting training with competitions", and hold entrepreneurship education experience exchange activities and lectures, e.g., organizing "startup salons" and "startup forums", to strengthen the display and promotion of the results of innovation and entrepreneurship education, and to form a thick campus culture of entrepreneurship education. In the publicity of innovation and entrepreneurship campus culture, it is necessary to reflect a sense of human care, encourage competition and adventure, be tolerant of failure and allow failure[26].

Carry out course reform and individualized education. The cultivation of core literacy requires schools to offer better courses[27]. Course reform chiefly focuses on the design of curriculum structure and teaching content. In respect of curriculum structure, efforts should be made, from the aspects of practice, practicality and system, to cultivate college students' knowledge system and critical thinking competence of innovation and entrepreneurship, on the three principles of combining innovation and entrepreneurship with specialized education, theoretical practice, and self-construction and import and use, to turn it into a unique innovation and entrepreneurship literacy. Core literacy is the comprehensive manifestation of knowledge, competence, attitude, and emotion. In respect of teaching content, it is essential to balance the learning contents of skills and affections, and to return to real life. Emphasis is laid on interactive learning, guiding students to discover and address problems, and attaching importance to students' learning experiences. Furthermore, it is requisite to carry out classified teaching for different types of students and provide them with targeted teaching[28], allowing them to cultivate their own innovation and entrepreneurship literacy through personalized education.

Offer material and spiritual motivation in combination. The motivation objects includes both students and teachers, and in a normal state, the potential of employees in an organization can only be brought into play to the extent of about 20%-30%. However, if adequate motivation is provided, the potential of employees can be brought into play to the extent of about 80%-90%. This can fully mobilize college students to accept innovation and entrepreneurship education[29]. In respect of material support, the established innovation and entrepreneurship fund can provide students and teachers with start-up funding and support, promoting their innovation and entrepreneurship activities and providing mentorship systems. Furthermore, with respect to spiritual support, the fund can offer guidance and support to students and teachers, help them develop their innovation and entrepreneurship competences, encourage students and teachers to engage in industry exchange events, innovation seminars, and corporate internships, in a bid to broaden their horizons and expand their knowledge scope.

4.3 With enterprises as the platform

Enterprises are the main beneficiaries of innovation results, playing a core role in optimizing the allocation of innovation resources, and promoting technological innovation and progress by virtue of their powerful research and development institutions and professional personnel.

To highlight the enterprise's independent innovation status, it should be considered as a crucial driving platform for decision-making in technological innovation, R&D investment, scientific research organizations, and result transformation. Enterprises need to fully recognize the importance of engaging in innovation and entrepreneurship education of colleges and universities, and establish close contacts with colleges and universities to provide students with an entrepreneurship practice platform, thus enhancing their participation in entrepreneurship and stimulating their passion for innovation to a further extent. Apart from that, school-enterprise cooperation can promote the fusion of industry and education and promote their common development, effectively guide schools to attach more importance to the cultivation of students' innovation and entrepreneurship, professional ethics, professional spirit and professional ability, thus enhancing the innovation and entrepreneurship literacy of college students.

4.4 With government policies as the guide

Primarily, the government should raise its service awareness and perfect its public service system. During the involvement of students in innovation and entrepreneurship, they may come across all sorts of difficulties and problems that require the government's relevant consultation and guidance. The government should set up relevant service departments and provide consultation and guidance services for college students at the first time, and help them to clarify their entrepreneurial direction in a timely manner. Moreover, the government should create a good social atmosphere, ignite the passion of college students for engaging in innovation and entrepreneurship education by actively organizing all types of innovation and entrepreneurship competitions; and raise the public's understanding of the relevant policies for innovation and entrepreneurship prompted by the government through official publicity channels. Finally, when enacting innovation and entrepreneurship policies, the government must, from the perspective of core literacy, give consideration to the potential challenges faced by colleges and universities in cultivating innovative talents. This will guarantee that the policies are relevant and practical, and give a comprehensive interpretation of the innovation and entrepreneurship policies enacted.

4.5 With banks as the intermediary

The funding channels for supporting innovation and entrepreneurship education and innovation and entrepreneurship for college students differ. In Western developed countries, colleges and universities chiefly receive donations from governments and alumni enterprises. Currently, the funding for entrepreneurship education in our country chiefly comes from government, financial institutions, and schools. Banks play a significant role as one of the main channels for financing college students' entrepreneurship. It is essential to eliminate discrimination and obstacles in loan applications for entrepreneurship funding and leverage the main financing role of banks.

Banks should innovate in credit management to obtain effective financial support for college students' entrepreneurship by providing small-scale loans with benchmark interest rates and loan risk guarantees and other services. National and local governments have accordingly worked out relevant policies and measures to support entrepreneurship enterprises of college students. Due to the limitations of entrepreneurship enterprises of college students, financial institutions have raised the bar for loan applications, making it difficult to implement policies

as a result. In response, banks must eliminate loan discrimination and provide college students with financing services of innovation and entrepreneurship through differentiated credit.

5   Conclusion

This paper discusses the formation mechanism of innovation and entrepreneurship literacy based on core literacy and further studies the construction of the five-in-one innovation and entrepreneurship literacy system on this basis. All parties, including college students, colleges and universities, enterprises, government, and banks, should strengthen cooperation to jointly promote the development of innovation and entrepreneurship education. Forming a benign loop of multi-lateral cooperation to achieve common goals can effectively drive the development of innovation and entrepreneurship education and offer better support and assistance for college students' innovation and entrepreneurship journeys.

The era significance of enhancing college students' innovation and entrepreneurship literacy lies in cultivating talents with innovative spirit, entrepreneurial competence and comprehensive quality, in a bid to adapt to the rapidly changing social and economic environment and push forward economic transformation, social progress and scientific and technological innovation, which is of enormous significance for building a fully dynamic and sustainable society.

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