The Model Construction of College Students’ Innovation and Entrepreneurship Practice under Task Driven Method

GUANG-LIANG GUO¹, *, LI MA¹
¹ Chongqing Youth Vocational &Technical College, Chongqing, China

ABSTRACT: Under the background of national efforts to promote and encourage college graduates start their own businesses, the national colleges actively explore the teaching mode of entrepreneurship education in higher colleges, explore the teaching of entrepreneurship education content and teaching methods for meeting the business demand for talent in and vigorously implement the entrepreneurship education in order to solve the employment problem of the students in colleges. Therefore, the study how to make the effective implementation of entrepreneurship education in colleges is colleges currently facing the urgent need to address the important issue. The study faces the existing problems in the current teaching of the domestic colleges’ entrepreneurship education by introducing task-based learning in entrepreneurship education teaching. Targeted at problems of present higher vocational students’ innovation and entrepreneurship practice, this research constructs a practical model based on Task-driven Method according to the theory of task-driven teaching methods. This article focuses on the subject, aim and model plates construction of college students’ innovation and entrepreneurship practice. Accepting tasks, promoting practice, creating opportunity, achieving entrepreneurship employment are emphasized, so as to provide theoretical and practical guidance for college students’ innovation and entrepreneurship education. The Safeguard measures of practice model construction include respecting students’ interests, strengthening practice training, enriching practice carrier, cultivating excellent teachers and students.

INTRODUCTION

The state has always attached importance to the work of innovation and entrepreneurship among college students. General secretary Xi Jinping pointed out: “the whole society should pay attention to and support youth innovation and entrepreneurship, provide more favorable conditions to build a broader stage, so that the majority of young people in innovation and entrepreneurship shine even more dazzling brilliance of youth.” The general office of the State Council “on the deepening of higher education innovation and entrepreneurship education reform implementation opinions” also pointed out that the deepening of Higher School of innovation and entrepreneurship education reform, the implementation of the national innovation driven development strategy, an urgent need to promote economic quality and efficiency upgrades, is an important measure to promote the comprehensive reform of higher education, promote higher quality employment of College graduates [1-3].

Thus, college students are the effective strength of innovation and entrepreneurship, colleges and universities is to cultivate innovative talents of the highlands [4]. With China’s accelerated implementation of innovation driven development strategy, and actively adapt to and lead the new normal economic development, public entrepreneurship, innovation wave of the whole nation swept the country. Since May 2013 the central level has issued at least 22 copies of the relevant documents to promote entrepreneurship and innovation, these files are transformed into specific policy measures, positive effects on entrepreneurial innovation, put forward specific guidelines and requirements for innovative work in Colleges and universities [5-7]. These policies have become an important guide for the state to encourage college students’ innovation and entrepreneurship education.

In recent years, colleges and universities have carried out innovation and entrepreneurship education for college students, through the innovation of curriculum design, practice guidance, platform construction, system security and other practical Pathfinder, the target of cultivating college students’ innovation and entrepreneurship are also exploring and thinking [8-11]. The main content of
college students' innovation and entrepreneurship education includes three aspects as follows: firstly, the spirit of innovation and entrepreneurship is the spread of the concept of education, its essence is a kind of quality education; the second is about the innovation of knowledge and skills education; finally is the conversion of a practical ability of innovation and entrepreneurship. Practical ability is based on the application and extension of professional knowledge and skills [12]. It is the core of innovation and entrepreneurship education that is the analysis of specific problems in practice, the anticipation of comprehensive situation, the summarization and extraction of experience in the process of implementation. In the process of specific innovation and entrepreneurship, the college students generally face some difficulties. First, the confusion of ideas, or because the interest is not enough to encourage the lack of innovation and entrepreneurship spirit and desire, or the family's ability to resist risk is not strong, resulting in students dare not venture. Two is their own ability, in the influence of the current teaching mode, students are less in the combination of theory and practice mode to carry out the creative learning ability, according to the market demand also needs to be strengthened [13]. Three, innovation and entrepreneurship projects are weak. At present, many entrepreneurial activities of college students belong to lower level, more homogenization, less technical and originality. The fourth is the limited capacity of financial operations, in addition to direct investment, the lack of a variety of ways of borrowing or financing capabilities, resulting in project development ability and risk resistance ability is weak. Based on this, this paper attempts to combine the "Task Driven Teaching" theory, aiming at the innovation and entrepreneurship education of college students, and design a new practice model of innovation and entrepreneurship of college students [14].

2. Construction of subjects and goal of practice model

2.1 Student-oriented task driven method

Task-based, learning originally originated from language teaching. British linguist Jane Willis in the "A Framework for Task-Based Learning" in a book describes how to enhance students' ability to use language through task driven [15-17]. Subsequently, task driven teaching method is used by more subjects, especially in teaching activities which emphasize operability, experiment and practice. In 2003, Chen Wanxian, a Chinese scholar, mentioned that task driven teaching method is a teaching method based on constructivism. In other words, the task driven Teaching "to the rich and interesting, can stimulate students' learning motivation and curiosity of the situation as the basis, combined with the teaching content of the task as the carrier, a kind of teaching method to make learners acquire knowledge and skills in the process to complete a specific task in" [18].

The biggest difference between task driven teaching method and other teaching methods is the application of constructivism. Constructivist learning theory attempts to "new epistemology" from the perspective of "objectivism epistemology" profound reflection, that learning is the construction of the object of interpretation through information processing activities, and the object is based on their own experience of constructing knowledge [19]. Constructivism believes that the common starting point, not on learners' common background to achieve common goals through the joint process of hypothesis, learners are the original knowledge background of learning, is not only a different level, more important is the types and different angles, so it cannot assume that all people are the same, but should be in their own as the background of creating new knowledge growth points[20-22]. This study suggests that constructivism of task driven teaching method, focusing on the actual situation shows that the respect of learners, to seek the key points of knowledge acquisition through the task allocation, the property is strong, high efficiency of the teaching method. Respect the logical relation of the problem of "finding first and solving later", emphasizing the natural order of learners' perception, thinking, and problem solving [23]. Let innovation and entrepreneurship learning be more independent and initiative.

The task driven teaching method to the innovation and entrepreneurship education, students studying throughout the whole process, the students' interest in learning oriented, innovation and entrepreneurship to throw out a project or for example, students' perception and contact, doubt and resonance contains all kinds of students feedback will naturally form a study list, and the formation of various the clues into teaching content, taking students as the main body for all types of clues to explore and application of knowledge points, and the formation of more innovative ideas. The purpose of this method is to highlight the leading position and core value of students in teaching activities. It is not difficult to find that task driven teaching provides a new model for the current college students' innovation and entrepreneurship practice. First, innovation and entrepreneurship learning practice, the students' practical ability, knowledge, comprehensive application ability, judgment
requirements are relatively high. Two, innovation and entrepreneurship should take students as the main body, change the traditional teacher led teaching, cannot play the main role of the students' value and abuse [24]. The three is innovation and entrepreneurship. It is task design and achievement. Task driven teaching can highlight the core role of task in teaching. The task driven teaching method emphasizes the students in the process of innovation and entrepreneurship education in the status and value of the problem, only a clear dominant position and core value of students, colleges and universities in the design of teaching activities, education practice, can be more accurate with the "task driven teaching method".

2.2 Education objective of innovation and entrepreneurship practice

From the above, the goal of task driven teaching method is to strengthen the subject position of students [25]. The task driven innovation and entrepreneurship through design tasks, urging students to complete their tasks independently, to achieve the four major educational goals:

First, perception, innovation, entrepreneurship. That is, through the students to participate in the task to complete, in practice, the real feelings of innovation and entrepreneurship fun, innovative and entrepreneurial sense of perception. This article holds that it is not only a social extension for classroom teaching, but also a supplement to students' life experience. The perception of innovation and entrepreneurship, will not only feel the innovative fun, fun, also let the feelings of innovation is not easy in practice, entrepreneurship difficult, more important is to cultivate to overcome difficulties and challenge the courage and daring of self in practice. In other words, perception, innovation and entrepreneurship is a kind of emotional education, and students are willing to accept and participate actively in the psychological education of innovation and entrepreneurship [26-27].

Second, cultivate awareness of problems. Through the task, to enhance the ability of students to perceive problems, emphasizing students find problems, analyze the accuracy of the problem, and strengthen students' awareness of the problem. Strengthen students' ability to solve problems and solve problems. This paper emphasizes the problem, focus on the students in the practice of innovation and entrepreneurship in the difficulties and doubts, only when students directly face different kinds of problems in the practice of innovation and entrepreneurship, students can truly aware of the problem, to realize all kinds of problems existing in innovation and entrepreneurship, and task driven, problem oriented search the solution, this process of thought and action, and gradually cultivate students' problem consciousness.

Third, exercise innovative thinking. American psychologist Jierfu (Guilford) on creative thinking, the creative thinking of the quality analysis, sensitivity, fluency, flexibility, originality, particularity and custom ability. He stressed that the core of creative thinking is divergent thinking. Therefore, to cultivate students' innovative thinking in innovation and entrepreneurship is to cultivate a divergent thinking. This paper argues that the cultivation of innovative thinking, focusing on guiding students around the problems in the practice of innovation and entrepreneurship, comprehensive use of their professional knowledge and skills in a comprehensive, specific innovation and entrepreneurial activity, by solving the problem of failure, lessons, avoidance of misunderstanding of innovation and entrepreneur in the experience of the new law to explore innovation activities in.

Fourth, strengthen innovation and entrepreneurship skills. Some scholars believe that the college students' innovation and entrepreneurship skills, including two aspects, one is the creativity, the ability of finding and solving problems, on the other hand is the operation skills, including opportunities for skill and resource integration skills, entrepreneurial management skills and professional skills. The author believes that the specific practice of innovation and entrepreneurship mainly strengthens students' opportunities, skills, resource integration skills, entrepreneurial management skills and professional skills. Students' ability to identify innovative opportunities from confusion, contradiction, complexity, the construction of training team skills, skills and relationship skills to raise funds for the integration of resources, emphasis on executive power, enhance the management skills, to enhance the professional skills to form the competitive advantage [28].

This study believes that the design of educational objectives should follow the status of students as the main body. The design of the above four educational objectives is based on the theory of task driven education law, which emphasizes the students' dominant position. No matter which goal, students should be taken as the starting point of the design, which is obviously different from the teacher led teaching model. Secondly, these four kinds of teaching objectives step by step and form an effective educational goal system. These four kinds of education goals were formed students' perception of education, awareness and knowledge, these four goals from easy to difficult, step by step, before the arrival of a teaching goal and become the foundation
of the new goal is achieved finally, educational goals are realizable. Students can practice their own ability to improve and achieve four educational goals.

3. Model construction of innovation and entrepreneurship practice

This paper argues that a reasonable practice model should be based on task driven teaching method, which takes students as the main body. It can be divided into four parts, namely, task collection, practice promotion, creative opportunities and employment creation. The four plates are linked together, step by step, achieve innovation and entrepreneurship education goal through the task, by improving the ability of students, guide students to achieve their own business or final post employment. In this process, students play the main role. According to the theory of constructivism, each student's understanding and understanding of innovation and entrepreneurship is unique, based on the existing knowledge system and experience. Teachers play a more important role in counseling, whether it is to receive tasks, enhance the practice, create opportunities, or the final employment, entrepreneurship, are based on the students' own choice and efforts.

3.1 Task collection

The reasonable task is the precondition of the operation and effective implementation of the whole practice model. Task design is the core of task-based instruction, and the practice model has designed three kinds of mission objectives. First, the teaching curriculum project, refers to in the student specialized knowledge, the skill study process, by the classroom practice, the after-school work and so on way extends the innovation practice project. This kind of task covers a wide range, almost all students have access to, and easy to moderate degree, and students' professional learning is closely linked, can greatly stimulate student participation and accomplishment. Two is the campus event, mainly through the organization of various types of special innovation and entrepreneurship competition, encourage students to participate in the game, in the game to receive specific tasks, through the game to play the dominant role of students. This kind of task has certain selection, and students can feel the competitive pressure of innovation and entrepreneurship through the layers of selection, and stimulate the enthusiasm of students to explore independently. The three is the enterprise cooperation project, mainly through contact with social enterprises, through the introduction of enterprises in the research, production projects, through the recruitment and formation of school student team, the task assigned to the appropriate students. This kind of project task, because of docking with the enterprise and market, has certain actual combat ability, can better stimulate student's actual combat skill. After the student receives the project assignment, may through the project duty, the thorough specialized study, establishes the connection with the social market.

3.2 Practice promotion

Practice promotion consists of two aspects. First, it emphasizes that students must fulfill the task requirements through practice when they receive the tasks; second, it emphasizes the factors that students grow in the course of practice. These two reflect the students' idea of "doing well" and "doing what they learn" in the process of innovation and entrepreneurship.

In the innovation process, all the problems encountered by students, one needs to try to solve the students’ autonomous learning, on the other hand, universities also need to provide auxiliary solution platform, help students better improve ability, solve the professional problems. The lifting auxiliary platform model design, including the daily courses, but also for innovation and entrepreneurship education design second classroom instruction, including enterprise roadshow, entrepreneurship seminars salon, tutor of face-to-face communication, the wisdom of the public to raise. On the one hand, these platforms help students to contact more deeply with the enterprise industry, help students to feel more market competition, and build a platform for in-depth exchanges with entrepreneurs, experts and scholars.

3.3 Create opportunities

This article holds that whether it is employment or entrepreneurship, it is a great challenge for college students who have just entered the society, the important reason is that they do not get the opportunity. Therefore, this model is designed to help students to innovate, entrepreneurship, practice, job creation or entrepreneurship opportunities. Specifically refers to students through the practice of ascension, completed the task to receive, and thus produce an extension of value, including the creation of new projects or achieve results of the transaction. Depending on the type of task and how the situation is completed, the opportunities for creativity vary.

In this session, students should complete the tasks they receive, and create opportunities for their choice of employment or entrepreneurship. Specifically, both the teaching tasks, campus events
tasks or projects of enterprise can greatly enhance students’ awareness of innovation and entrepreneurship, strengthening students' problem consciousness, training innovative thinking, and improve their professional skills. Students realize their ability of innovation and entrepreneurship by completing their tasks, and have a preliminary understanding and judgment about the choice of employment or entrepreneurship in the future.

This model reflects the multiple training paths of teaching students in accordance with their aptitude, that is, creating different growth opportunities for different levels of students. Once the students in the process of practice job well, and even the formation of a project, or have the results of transactions, will actively guide the students to choose their own businesses; if students in practice to improve the link to mediocre, the enterprise is recommended by the actual post, post practice, quickly improve their ability to prepare for employment.

3.4 Achieve employment and entrepreneurship

Through the above three links, students in entrepreneurship or employment activities in the mentality, skills and literacy has improved. Thus, the practice of innovation and entrepreneurship education will produce two ways to train talents. One is to guide students to participate in enterprise projects, and then to engage in direct employment. Two, according to the students' practice, guide the students into the independent entrepreneurship.

In the employment sector, schools should give full play to the role of school enterprise cooperation resources, pay attention to the learning potential of the students to complete the task by evaluating the situation of students, to recommend students to the proper position in the practice, through the practice to enhance the professional skills quickly, and ultimately realize high quality employment.

In the implementation of entrepreneurship sector, we should encourage students to actively transform the pre-mission results, through the formation of teams, project validation, project incubation process, to help them establish confidence and goals of self-employment. Through the project verification, focus on helping students solve entrepreneurial projects, products, market operations and other special problems, students make up for the early start of the lack of experience; the incubation stage of the project, to the student, guidance and innovation, solve product design and marketing, business model design, business financing and other problems, so that students better and faster to achieve their own business.

4. Safeguard measures of practice model construction

4.1 Respect students’ interests

In the whole process of the task-based approach, the students are the main body, and the teachers are only helpful. In the teaching process, we should give full play to students' subjective initiative and arouse students' interest in learning. Because the student is the construction and significance of the information processor. But the teacher is not a decoration, the teacher is responsible for the creation of the environment, so that students can effectively obtain new knowledge through tasks, and the application of knowledge to practice. In addition, the teacher's guidance is also very important, teachers should ask questions in time, so that students can think and discuss, to train students' ability to solve problems. The potential and creativity of students are limitless, and it is essential to keep open academic thinking and open academic vision. The core of national innovation and entrepreneurship training program for college students is the innovation, the choice of tasks should be different from the traditional to the professional knowledge and the graduation thesis for project design paradigm, must with innovation highlights and combat training process, can truly reflect the interests of the students. Due to the inertia of professional education for a long time, college teachers and administrators are difficult to get rid of the paradigm of discipline in the process of professional, undergraduate organization to carry out research activities, consciously or unconsciously, according to the existing research thinking and mode of operation. Their training of Undergraduates' innovative spirit is not enough, and the theory and practice are seriously out of line. Therefore, in the process of declaring and implementing college students’ innovation and entrepreneurship, we should adhere to the students as the main body, the innovation as the guide, and the interest as the starting point. Teachers encourage students to let students dare to think, new in order to be different, dare, write, speak, to stimulate students interest in learning, develop students' creative potential. The teacher trains the student's innovation spirit and the initiative ability, causes the student's knowledge to internalize for the quality, outside turns into the ability. The criteria of evaluation should also be distinguished from the general academic research, and the novelty, practicality and operability of the subject should be highlighted, not just the standardization of academic research. The way of choosing topics can be combined by students' optional and teacher's designation. The topic should be combined with the students’ professional characteristics and interests, combined with the
needs of economic and social development, and combined with the actual production and life practice.

4.2 Strengthen practice training

We should let students experience the process of scientific research and experimental practice, focusing on the training of scientific research methods and the cultivation of practical ability. Apply for training students' ability to generalize common problems through the task by task ability training student’s R & D system using knowledge and tools to solve specific problems, the ability of experiment to improve students apply theory to solve practical problems, through papers and patent application and other forms of training student’s concise summary of theoretical results. Scientific research is a complex process, full of challenges and difficulties. Although there are objections to the feasibility of innovative thinking. But practice has proved that through scientific and effective teaching design and experimental process implementation, the innovative training of students is obvious to all. The implementation of the innovative entrepreneurship training program is a useful complement to the existing teaching model and training system of the school. At the same time, it also promotes the university to take the new angle of view to pay attention to the undergraduate education quality, promotes the talented person training pattern reform, as well as the curriculum system consumption and the teaching content and method's renewal. Through the implementation of undergraduate innovative training program, the following aspects of undergraduate teaching reform can play a supporting role. In the design of talent training goal, it will be more prominent students' personality characteristics, innovative spirit and innovative ability, focusing on how to solve the problem of curriculum, how courses are arranged and how the curriculum will go on. In the design of curriculum system, will pay more attention to the methodology courses, in the foundation stage system theory and method of teaching students to grasp the scientific research methods, the basic process of the students during study, the establishment of scientific thinking. In the teaching arrangement, through scientific and rational design of the system, the academic activities of all kinds of students and social activities of the second classroom into the system of undergraduate education, make it become the organic part of undergraduate teaching, classroom teaching has become the first to extend. In the teaching evaluation and teaching management, it will break through the limitations of the original summative assessment and stimulate the students' motivation to learn.

4.3 Enrich practice carrier

The college regularly organizes students to carry out extracurricular competition works of science and technology, electronic design contest, mathematical modeling contest, mechanical design competition, design contest and other activities, so there is spare capacity of students to explore and practice the deeper layer outside, can cultivate and improve their ability of technological innovation, leading the all-round development of students. Students participate in the process of science and technology competition is a scientific research activity, by choosing a specific project to carry out scientific research, through project driven academic exchanges with different types of domestic university students on the same stage, can effectively stimulate students' innovative consciousness, train their innovation ability, cultivate their spirit of innovation. Meet a lot of scientific and nonscientific problems of students in innovative practice, in the process of solving these problems, they can promote the basic rules for research activities to learn the correct understanding and analytical thinking method to deal with the problem, develop cooperation and coordination of mentor’s student’s interpersonal skills, gradually to solve scientific problems independently the target. The innovative experimental program for undergraduates is an important means and measures to carry out innovative education in Colleges and universities, is a new platform for students to experience innovation, to accelerate the pace of reform of higher education, initiative, arouse students' enthusiasm and creativity, has important significance to stimulate students' creative thinking and innovation consciousness. The project covers a wide range of subjects, such as natural science, humanities and social sciences. The project can be designed by the students themselves, and can be worked out jointly by the students and tutors, or the teachers and staff members of the middle schools and departments should organize the project for the students to choose. The innovative experiment plan for college students is based on the individual or team of college students. Under the guidance of the supervisor, they carry out research study independently and carry out innovative training and practice independently. The project applicant should be with us, and have basic scientific research ability and practical ability, and strong interest and innovative spirit through the open laboratory in academic research, provide equipment and laboratory supplies. Students can make use of the organic combination of test instruments to verify
their own ideas, experimental plans, reorganize and transform the instruments, and fully exercise their practical operation ability.

4.4 Cultivate excellent teachers

The characteristics of the project curriculum of the entrepreneurship design curriculum have put forward new requirements for teachers. The implicit learning theory, students are in the effective guidance of teachers, in the exploration of uncertainty, doubt, hardship, confusion, choose a variety of possible, and a variety of clue made by oneself in the plan and get some certain knowledge. It is this person to find and personally plan, students can win the real, rich, be and can only be sensed personal experience, and form their own system of tacit knowledge. In the business of design in the curriculum teaching, teachers should change their teaching concepts, to "teacher learning" status, to guide the students to the operation and use, to explore, experience and discovery, the time and space to learners, so that students can plan their own methods to solve the problem to find a way out, teachers are also common participate in the activities of the students. Entrepreneurship curriculum design involves the students who have learned professional courses, but also involves many rules in the economic society and the changing of industry information, so in addition to teaching resources, teachers should according to the needs, finding the value of teaching resources from the network. Teachers should take the guidance of reading, providing help and creating a study situation as the main working methods to promote students' learning efficiency, and enhance the students' dominant position and ability to choose. Network learning environment needs learners to explore more actively, to explain, process and reconstruct information. In the business of designing teaching, teachers not only ability development of network teaching resources, but also to guide the students to learn how to ask questions, learn to search, discussion, learn to verify, this is to improve the quality of teaching, learning to adapt to the requirements of social development. According to the theory of multiple intelligences, intelligence refers to the ability of individuals to solve practical problems and the ability to produce effective products. The test of this ability is difficult to test only by traditional paper and pencil tests focusing on book knowledge. Teachers should observe, evaluate and analyze the strengths and weaknesses of students from various aspects, so that evaluation can be regarded as an effective means to promote the full development of every student. Entrepreneurial design homework requires students to show their abilities, including professional knowledge, copy the data collection and investigation, reading ability, ability to collect information, communication and coordination ability, writing ability, innovation ability and team spirit, editing, work independently, overcome difficulties and another emotional attitude. Teachers should take a multidimensional view of students, evaluate each student's strengths, abilities, types of learning and direction of development.

4.5 Ensure good environment

A good environment is a necessary condition for a student to accomplish his task. In the task teaching, not only to arouse the enthusiasm of students, but also not only to select the task, as a guarantee for the smooth progress of the task, the creation of a good environment is also crucial. Teachers should ensure that they provide adequate learning resources and help students solve problems. Schools should find ways to provide strong financial support, because tasks are not an abstract concept, and they must be consumed in the process of completing their tasks. Schools should combine enterprises to provide good training bases for students, and provide protection for students' practical skills. The implementation of colleges and universities should pay more attention to students' innovation and entrepreneurship training programs has great significance to promote the reform of talent training model, into the talent training scheme and teaching plan, the college students' innovation and entrepreneurship training program included in the daily management of the undergraduate teaching management system, as an important link of the first class and the second-class teaching links. The implementation of university to innovation and entrepreneurship education effectively into the professional education and cultural quality education, teaching plan and credit system, the establishment of a multi-level, three-dimensional innovation, entrepreneurship education curriculum system, stimulate the enthusiasm of students to participate in the project. Colleges and universities should pay attention to the innovative training plan for college students and the construction of supervisor team. High level teachers are the key to the implementation of the program. They encourage high school teachers to serve as mentors for innovative training programs for college students, and actively hire corporate mentors to guide students in entrepreneurship training and practice. As a guidance teacher, students should be arranged in accordance with the specific circumstances of each student and research project, and they should arrange their study and innovation practice step by step according to the specific situation of each student and research project.
5. Conclusions

In the task driven practice, innovation and entrepreneurship education is student-centered, to cultivate students' awareness of innovation and entrepreneurship, problem consciousness, innovation consciousness and professional skills as the goal of the teaching work, through design innovation and entrepreneurship practice model, it focus on the task of receiving, practice promotion, creating opportunities and realize the employment sector, a good theory study for the next step of the practice of innovation and entrepreneurship. Referring to the above practice model and reviewing the practice of innovation and entrepreneurship in Colleges and universities at present, this paper argues that the practice of innovation and entrepreneurship should focus on solving the problems of policy landing, training mechanism construction, and students' main body being not prominent. This research is based on the task driven approach to grasp and design innovative entrepreneurship practices, and design a practical model, which is the theoretical contribution of this paper. However, from the model to the implementation of the need for more innovative practice and proof of proof. In a follow-up study, combined with the practice of innovation and entrepreneurship education, integrate case study and evaluation, investigation and analysis methods of argumentation practice model has been constructed, in order to provide more innovative entrepreneurship education theory and practice deeply. This study explored the application of task teaching method in higher vocational education, and tried to break the current before the situation of college education. Through the application of task teaching methods, we improve the teaching effectiveness of employment and entrepreneurship education.

6. REFERENCES