STUDY ON THE COLLABORATIVE MECHANISM OF INNOVATIVE AND ENTREPRENEURIAL TALENT TRAINING IN SECONDARY SCHOOL

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Thematic Certificate
To
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Title: Study on the Collaborative Mechanism of Innovative and Entrepreneurial Talent Training in Secondary School

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ABSTRACT

This research clarifies the necessity of constructing a collaborative mechanism for cultivating innovative and entrepreneurial talents in colleges and secondary schools. The theoretical value and practical significance of the collaborative mechanism are the basic prerequisites for introduction into talent cultivation. The necessity of constructing a collaborative cultivation mechanism in colleges and secondary schools is not only promoted by the realistic background of China's national strategy development, but also required to give full play to the advantages of the integration and optimization function of the collaborative mechanism. It draws on the theoretical construction and practical experience in secondary schools of other countries. The theoretical construction and practical experience of secondary schools in other countries in the cultivation mechanism of innovative and entrepreneurial talents were summarized to provide inspiration and reference for the construction of collaborative education mechanisms in Chinese secondary schools. The study analyzed the current situation and mechanism dilemma of cultivating innovative and entrepreneurial talents in Chinese secondary schools. Chinese schools started to develop innovation and entrepreneurship education late and from a low starting point, and the analysis of its development history and talent cultivation mode can help grasp the current situation of innovation and entrepreneurship talent cultivation and mechanisms. Reflecting on the shortcomings and mechanism dilemmas of the cultivation of innovative and entrepreneurial talents and constructing the mechanism of collaborative education in colleges and secondary schools in a targeted manner will be helpful in further promoting the development of innovative and entrepreneurial education and talents cultivation in Chinese colleges and secondary schools.

Keywords: innovation and entrepreneurship, talent cultivation, synergy mechanism

dilemmas of the cultivation of innovative and entrepreneurial talents and constructing the mechanism of collaborative education in colleges and secondary schools in a targeted manner will be helpful in further promoting the development of innovative and entrepreneurial education and talents cultivation in Chinese colleges and secondary schools.

Keywords: innovation and entrepreneurship, talent cultivation, synergy mechanism

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Declaration

I, ZHANG HAIYAN, hereby certify that the work embodied in this independent study entitled "STUDY ON THE COLLABORATIVE MECHANISM OF INNOVATIVE AND ENTREPRENEURIAL TALENT TRAINING IN SECONDARY SCHOOL" is result of original research and has not been submitted for a higher degree to any other university or institution.

Zhang Hai Yan

(ZHANG HAIYAN)

May 13, 2023

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Chapter 1 Introduction

1.1 Background of the Study

The advent of a knowledge-based society has driven the change of economic development mode, and an innovation-led drive has become the key to the new round of international competition. Innovation is related to national strategic development, and the driving force to enhance national innovation ability lies in deepening innovation and entrepreneurship education reform in colleges and secondary schools and cultivating innovative and entrepreneurial talents. On May 13, 2015, the General Office of the State Council published "Implementation Opinions on Deepening Innovation and Entrepreneurship Education Reform in Higher Education", which put forward the reform plan for innovation and entrepreneurship education in the next five years in the general objective (Meng, & Xu, 2018).

On September 10, 2015, Premier Li Keqiang reiterated the importance of "mass entrepreneurship and innovation" in his speech at the opening ceremony of Summer Davos. The importance of cultivating innovative and entrepreneurial talents, the main body of innovation, has been elevated to a national strategic level, and the development of innovation and entrepreneurship education and cultivation of innovative and entrepreneurial talents is an inevitable requirement and development trend of higher education reform (Han, 2019).

Innovation is the core driver and source of human progress, the soul of a country or nation, and it is closely linked to innovation. Entrepreneurship and innovation are closely related. Entrepreneurs organize and reproduce various factors and innovatively change their combinations to promote economic growth. Innovation and entrepreneurship education is to cultivate innovative entrepreneurs through innovation in entrepreneurship education and to inject innovative vitality into the development of the country, economy, employment, and other societies (Pan, & Bai, 2006).

First, is the strategic requirement of building an innovative country. Technological innovation as the core driver of the country's economic and social development is an important criterion to measure whether a country is an innovative country. For China to grasp the core competitiveness of the future and be at the forefront of international competition, it is urgent to build an innovative country and enhance its national innovation power (Shen, 2014). In the National Innovation Index Report 2015, it is stated that China's innovation index is in the 2nd tier in the world, ranking 18th. Among them, enterprise innovation, as one of the five primary indicators of the National Innovation Index, plays a pivotal role in the development of national innovation. To

build an innovative country with independent innovation capability, it is essential to develop innovation and entrepreneurship education, reform the current "memory education" and implement "creativity education" to cultivate innovative entrepreneurial talents (Wu, Liu, & Liu, 2014).

Second, entrepreneurial economy is the driving force of development. The entrepreneurial economy is not only an inherent requirement for the optimization and adjustment of China's industrial structure but also a major driving factor for economic growth (Bao, & Yang, 2016). An entrepreneurial economy is essentially an entrepreneurial economy, entrepreneurship, and entrepreneurial activities are its core production factors, and innovation is its norm. SMEs play an important role in the entrepreneurial economy as a source of power. SMEs account for a high proportion of the development of all economies in the world, and are known as "job-creating machines". The entrepreneurial force of SMEs comes from young entrepreneurs, who receive systematic entrepreneurship education at the tertiary level to help produce entrepreneurial enterprises. Innovative entrepreneurship education is the key to reform and is an inherent driver of an entrepreneurial economy (Mei, 2010).

Third, it is the trend in the world of higher education. "Entrepreneurship education" was first introduced in 1989 at the International Symposium on Education for the 21st Century, and is on the same level as academic and vocational education. It is the "three educational passports" that people should hold in the future. The decline of the CIER index in the third quarter of 2015 shows that the overall labor demand still exceeds the supply and the job market is tight (Sun, & Chen, 2016). Innovative entrepreneurship education is to change students' passive concept of employment into an active concept of entrepreneurship, create new jobs, and at the same time, close the link between enterprises and colleges and secondary schools to promote the development of new jobs. (2) Innovation and entrepreneurship education are to change students' passive employment concept into active entrepreneurship concept, create new jobs, and at the same time, closely link enterprises with secondary schools to promote the transformation of scientific and technological achievements (Wu, 2016).

1.2 Problems of the Study

This approach to professional education has many problems in the current social environment. This is reflected in the fact that teaching and learning in schools are only focused on knowledge and not on the transfer of skills. Then there is the question of the

curriculum and the content of teaching. To find employment, students tend to choose hot subjects that are favored by employment agencies rather than those that they like and are interested in; they prefer practical and tool-based courses such as computer science and English (Bao, & Yang, 2016). In school, they prefer to take practical and practical courses such as computer and English. Finally, there is the examination system. The "strict entry and lax exit" atmosphere of universities and the simplicity of examinations have reinforced the impatience of university students, and not many of them are serious about their studies. At present, the evaluation and assessment system for students in Chinese universities is not perfect, and there are many loopholes and irrationalities (Han, & Miao, 2014).

The headmaster of a university is the legal representative of the university, but in practice, he or she does not act as a legal person. This inevitably leads to a highly centralized and subordinate school structure, where the government and the education authorities manage the school through a series of rules and regulations (Guo, & Fu, 2014). The strict separation of rights and obligations has led to rigidity in the institutional development of higher education institutions and has stifled their motivation to innovate. Under such a management model, the university lacks initiative and is only waiting for documents and instructions from its superiors, which has undoubtedly led to many missed opportunities and low management efficiency, which is the situation of the external management system of the university. The internal management system of the university also has several problems. Specifically, academic organizations such as the Senate and the Council do not play a role in the academic affairs of the university (Wu, Liu, & Liu, 2014).

1.3 Objectives of the Study

Based on a large amount of literature, we identify the existing research results and progress, establish the entry point of the research, and clarify the connotation of basic concepts and theoretical foundations. Based on the current situation and typical case analysis of innovation and entrepreneurship talents cultivation at home and abroad, we will draw on the mechanical construction and practical experience of innovation and entrepreneurship talents cultivation in foreign secondary schools, explore the collaborative education mechanism with Chinese characteristics based on the actual situation in China, and provide a useful reference for promoting innovation and entrepreneurship education and talents cultivation in Chinese secondary schools. This

paper provides useful references for promoting innovation and entrepreneurship education and talent cultivation in Chinese secondary schools.

1. Improve the theory of innovative talent cultivation.
2. Promote the institutional innovation of talent cultivation.
3. Develop scientific talent cultivation mechanism of university-industry-university-research collaboration and innovation.

1.4 Significant of the Study

Innovation and entrepreneurship education is the key to winning in international competition in the knowledge society, and it is also the endogenous driving force for the construction of an innovative country and the development of an entrepreneurial economy in China. The focus on innovation and entrepreneurship education is not only necessary for the national development strategy, but also a requirement for the development of higher education.

At the theoretical level, we have enriched the research on the cultivation of innovative and entrepreneurial talents and collaborative mechanisms. Unlike traditional employment education, innovation and entrepreneurship education aims to transform traditional education. Innovative entrepreneurship education aims to change the traditional education model from passive employment to active entrepreneurship, to cultivate talents with innovative and entrepreneurial consciousness and ability (Guo, & Fu, 2014).

At the practical level, first, it promotes the diversified exploration of innovative and entrepreneurial talents cultivation modes. This means that secondary schools are no longer "working behind closed doors" in "ivory towers", but rather developing innovation and entrepreneurship education by building an open innovation system, breaking the boundaries between secondary schools, industries, and governments, promoting the collaboration of multiple innovation subjects, and realizing the sharing of resources, information, and technology. The system is designed to break the boundaries between secondary schools, industry, and government, to promote synergy among multiple innovation agents, and to share resources, information, and technology. In this way, we can explore the mode of collaborative education between secondary schools, enterprises, secondary schools, and secondary schools, and cultivate innovative entrepreneurial talents with innovative entrepreneurial consciousness and ability (Bao, & Yang, 2016).

Secondly, it is conducive to alleviating social employment pressure and increasing entrepreneurial enterprises and jobs. Training of innovative and entrepreneurial talents The training of innovative and entrepreneurial talents will reform "memory education",

promote "creativity education", and reverse the situation of passive employment of college students. Innovative and entrepreneurial education will cultivate talents with innovative thinking and awareness, and the ability to start a business. This will not only help educated people to start their businesses and realize their value but also increase the number of jobs in society through entrepreneurship. It is of great significance to relieve the pressure on social employment and promote the development of China's entrepreneurial economy and the construction of an innovative country.

1.5 Contribution of the Study

First, innovation and entrepreneurship are emerging national strategies, and the collaborative cultivation of innovative and entrepreneurial talents is still in its initial stage in secondary schools in China. First, innovation and entrepreneurship are emerging national strategies, and the collaborative cultivation of innovative and entrepreneurial talents is still in its initial stage in secondary schools in China. It is of high theoretical and practical significance.

Secondly, this thesis involves many disciplines such as secondary education, national and local economic laws and regulations, enterprises and regional economy, etc., and has multi-disciplinary integration. It is of reference significance for the innovative and entrepreneurial talents of secondary schools in other regions to better serve the local economy.

Thirdly, in the analysis of the current situation of collaborative cultivation of innovative and entrepreneurial talents in secondary schools in Zhoushan, questionnaires, and interviews are used to conclude charts, data, and interview results, to visualize the problems in collaborative cultivation of innovative and entrepreneurial talents in secondary schools in Zhoushan, and to build a mechanism for collaborative cultivation of talents in response to the problems (Guo, & Fu, 2014). The reliable data sources and the effective analysis of data enhance the persuasiveness and authenticity of the research content, which is expected to enrich the practical research of collaborative cultivation of innovative and entrepreneurial talents in secondary schools in Zhoushan.

Chapter 2 Literature Review

2.1 Introduction

Throughout the literature related to scholars' research on the cultivation of innovative and entrepreneurial talents at home and abroad, there is a greater reference value. At present, many scholars can consider the problem of cultivating innovative and entrepreneurial talents in secondary vocational education, analyze the current situation of the problems arising from it, and put forward improvement measures and suggestions from the perspectives of schools, enterprises, and governments, respectively (Han, & Miao, 2014). Most scholars take the current problem of cultivating innovative and entrepreneurial talents as an entry point to carry out research and propose solutions including advocating for the government to introduce relevant support policies, improving the teaching ability and practical ability of teachers, establishing an innovative and entrepreneurial curriculum system and strengthening the construction of innovative and entrepreneurial platforms, which lay the foundation for further in-depth theoretical research. However, there are still some shortcomings in the existing research, mainly in three aspects:

(1) the collaborative education mode of secondary schools, government, enterprises, and society is neglected, and the collaborative linkage among all relevant elements can realize the successful transformation of innovation and entrepreneurship talent cultivation in secondary schools from spontaneous exploration to a diversified combination and then to comprehensive promotion (Guo, & Fu, 2014). As the core mission of secondary schools and their historical mission, how should the cultivation of technical skills talents, especially innovative and entrepreneurial talents, be carried out more effectively? It is worth to further studying and exploring how to cultivate technical skills talents, especially innovative and entrepreneurial talents, as the core mission of secondary schools and their historical mission, so that they can meet the needs of regional economic and social development (Han, & Miao, 2014).

(2) The research on the cultivation of innovative and entrepreneurial talents in a specific profession is relatively small, mostly focused on the field of e-commerce, and in many professions, there is not even a single piece of literature, and the only literature available basically takes a specific institution as an example to explore the talent cultivation program of a certain profession in that institution, so the research results obtained by these scholars are somewhat one-sided, and the cultivated talents

do not fully possess the skills and skills required for innovative and entrepreneurial talents in Zhoushan and even in China.

Therefore, our findings are somewhat one-sided, and the talents cultivated are not fully equipped with the skills and qualities required by innovative and entrepreneurial talents in Zhoushan and China. The author believes that we should explore ways and paths to improve the level of collaborative innovation of middle-level finance and economics majors in Zhoushan, build a collaborative cultivation mechanism for innovative and entrepreneurial talents in middle-level finance and economics in Zhoushan, and take the initiative to attract high-quality social resources and foreign high-quality educational resources to invest in our middle-level finance and economics majors. It is very necessary to attract high-quality resources from society and foreign countries to invest in the collaborative training of innovative and entrepreneurial talents in secondary schools in China. It is necessary to break the limitation of "ivory tower" talent cultivation, strengthen the connection between schools and the local economy and industry, and cultivate high-level skilled innovative, and entrepreneurial talents (Han, & Miao, 2014). It is the inherent demand of cultivating high-level innovative and entrepreneurial talents. Based on this, the author uses the literature method, questionnaire survey method, interview method, and other methods to study the financial education of secondary schools in Zhoushan. In this regard, the author uses the literature method, questionnaire survey method, interview method, and other methods to conduct a specific study on the synergistic mechanism of innovative and entrepreneurial talents in middle-level finance and economics in Zhoushan City. It is hoped that it will have a positive significance on the collaborative cultivation of innovative and entrepreneurial talents in middle-level finance and economics in Zhoushan and related research.

2.2 Literature Reviews

2.2.1 Foreign research on innovation and entrepreneurship education

Compared with China, foreign entrepreneurship education started early and has formed relatively mature research theories and paradigms, and has been fruitful in the practice of entrepreneurship education. For the current situation of foreign research on innovation and entrepreneurship education, this study uses CiteSpace software based on the JAVA platform developed by Chaomei Chen, an associate professor at Drexel University, to conduct visual analysis. The data used in the study were obtained from SCI-E (Science Citation Index) and SSCI (Social Science Citation Index) in the Web of Science core collection, with "Subject=" innovation and entrepreneurship

education" OR "innovative education". education" OR "innovative and entrepreneurial talents" OR "entrepreneurship education "OR "entrepreneurial talents", and the period of "2009-2015" was searched, and a total of 487 valid documents were obtained.

First, the knowledge base is analyzed. In the interface of Citespace3.7.R7, the network node cited reference was selected to draw the literature co-citation network mapping for the previously searched title information, and the literature co-citation network mapping in the field of innovation and entrepreneurship education research was obtained (see Figure 2.1), and the list of the top 10 co-citations in the field of innovation and entrepreneurship education research was generated, which fully demonstrates the research frontier and dynamic trends in the field of international innovation and entrepreneurship education research with relative stability and foundation. The list of the top 10 citation frequencies in the field of innovation and entrepreneurship education (see Table 2.1) shows the research frontier and dynamic trend in the field of international innovation and entrepreneurship education research, with relative stability and foundation (Guo, & Fu, 2014).

Table 2.1 Information list of key nodes in the literature on international innovation and entrepreneurship education research from 2009-2013

No.	Year	Author	Highly Cited Literature	Centrality	Cited Frequency
1	2000	Shane S	The Promise of Entrepreneurship as a Field of Research	0.04	52
2	2005	Kuratko DF	The Emergence of Entrepreneurship Education: Development, Trends, and Challenges	0	38
3	2003	Davidsson P	The role of social and human capital among nascent entrepreneurs	0.15	31
4	2003	Peterman NE	Enterprise Education: Influencing Students' Perceptions of Entrepreneurship	0.13	34
5	1991	Ajzen I	The theory of Planned behavior	0.15	30
6	1934	Joseph Alois Schumpeter	The Theory of Economic Development	0.02	30

7	2007	Souitaris V	Do entrepreneurship programs raise the entrepreneurial intention of science and engineering students? The effect of learning, inspiration, and resources	0.12	29
8	2003	Katz JA	The chronology and intellectual trajectory of American entrepreneurship education: 1876–199	0	28
9	2000	Krueger NF	The Cognitive Infrastructure of Opportunity Emergence	0.21	28
10	2004	Honig B	Entrepreneurship Education: Toward a Model of Contingency-Based Business Planning	0.05	26

These ten kinds of literature have high citation frequency in the field of innovation and entrepreneurship education, all of them have been cited more than 26 times in five years, and as important and key literature in the field of innovation and entrepreneurship education, they have greatly promoted the research and development of innovation and entrepreneurship education. These ten pieces of literature cover the following research themes.

(1) Analysis of entrepreneurs and entrepreneurial opportunities The study by Shane S and Venkataraman S, "Perspectives on entrepreneurship as a field of study" (52 times), is the most significant contribution to the creation of a conceptual framework of entrepreneurship theory, which is unique in that it focuses on the existence, discovery, and development of entrepreneurial opportunities, examining the relationship between individual entrepreneurs rather than the Krueger NF's article "The Cognitive Constructs of Entrepreneurial Opportunity Discovery" (28 times) is a psychological perspective that uses psychological cognition as an entry point to study how entrepreneurs continuously improve their cognitive schemas to identify and develop entrepreneurial opportunities. study "Social and human capital (31 times) points out that social and human capital are important factors for entrepreneurs to start and develop new ventures, providing resources and information for further development. Entrepreneurs are the subjects of entrepreneurship, the developers and exploiters of entrepreneurial opportunities. Entrepreneurial opportunities are the

object of entrepreneurship and the source of entrepreneurship. Entrepreneurial research includes the abilities it should have, how to become an entrepreneur and the risks an entrepreneur has to take, etc. What is closely related to entrepreneurial research is the discovery and development of entrepreneurial opportunities, which are the contents that need to be studied in depth in the field of innovation and entrepreneurship education, and the contents that secondary schools should guide college students to understand and grasp when they carry out innovation and entrepreneurship education.

Kuratko DF's "The Emergence of Entrepreneurship Education: Development, Trends and Challenges" (38 times) and Katz JA's "The Chronology and Ideological Trajectory of Entrepreneurship Education in the United States: 1876-1999" (28 times) are two articles that sort out the innovation and entrepreneurship education in the world and the United States respectively from a longitudinal perspective. Kuratko DF provides a detailed account of the historical development, dynamic trends, and challenges of innovation and entrepreneurship education in the world, while Katz JA charts the development of innovation and entrepreneurship education in terms of the increase in curricula, the construction of infrastructure, and the increase in publications, and points out the challenges to further development.

Peterman NE's study, "Entrepreneurship Education: Influencing Students' Perceptions of Entrepreneurship" (34), examined adolescents who participated in the YAA entrepreneurship program using a pretest control group design, and the results of the study indicated that adolescents' participation in the entrepreneurship education program helped enhance entrepreneurial awareness, but the relationship with entrepreneurial feasibility was not strong. Souitaris V's "Do Entrepreneurship Programs Enhance Entrepreneurial Awareness in Science and Engineering Students? The impact of learning, encouragement, and resources on students" (29 times), is a deeper and more refined version of PetermanNE's study, which examined the attitudes, intentions and the impact on entrepreneurial actions of science and engineering students in terms of three factors: learning, encouragement and resource utilization in the process of entrepreneurship education programs, and the results showed that entrepreneurship education programs helped to enhance students' entrepreneurial attitudes and intentions, but were not strongly related to entrepreneurial actions. The correlation was not high (Guo, & Fu, 2014). This study focuses on the relationship between individual entrepreneurs rather than the environment and entrepreneurial opportunities, suggesting that entrepreneurship is not only manifested in the establishment of a company but that entrepreneurial opportunities can be developed in

different ways. Krueger NF's Cognitive Constructs for Identifying Entrepreneurial Opportunities (28 times).

Krueger NF's article "Cognitive Constructs for Identifying Entrepreneurial Opportunities" (28 times) takes a psychological perspective and uses psychological cognition as an entry point to study how entrepreneurs continuously improve their cognitive schemas to identify and develop entrepreneurial opportunities. Davidsson P's study "The role of social and human capital for entrepreneurs" (31 times) points out that social and human capital are important factors for entrepreneurs to start and develop new businesses. and can provide resources and information for the further development of the business. Entrepreneurs are the subjects of entrepreneurship, the developers and exploiters of entrepreneurial opportunities. The entrepreneurial opportunity is the object of entrepreneurship and the source of entrepreneurship. Entrepreneurial research includes the abilities it should have, how to become an entrepreneur and the risks an entrepreneur has to take, etc. What is closely related to entrepreneurial research is the discovery and development of entrepreneurial opportunities, which are the contents that need to be studied in depth in the field of innovation and entrepreneurship education, and the contents that secondary schools should guide college students to understand and grasp when they carry out innovation and entrepreneurship education.

Kuratko DF's "The Emergence of Entrepreneurship Education: Development, Trends and Challenges" (38 times) and Katz JA's "The Chronology and Ideological Trajectory of Entrepreneurship Education in the United States: 1876-1999" (28 times) have been analyzed from the longitudinal perspective of innovation and entrepreneurship education in the world and the United States respectively. Kuratko DF provides a detailed account of the historical development, dynamic trends, and challenges of innovation and entrepreneurship education in the world, while Katz JA charts the development of innovation and entrepreneurship education in terms of the increase in curricula, the construction of infrastructure, and the increase in publications, and points out the challenges to further development.

This is typical of the literature examining the impact of innovative entrepreneurship education on students. Honig B's "Entrepreneurship education: a model on business contingency planning Honig B's "Entrepreneurship Education: A Model of Business Contingency Planning" (26 times), specifically describes three approaches to writing entrepreneurial plans by students during the process of innovation and entrepreneurship education, namely, normative approach, empirical approach, and empirical approach. The paper "Entrepreneurship Education: A Model

for Business Contingency Planning" by Honig B (26 times) specifically describes three methods of writing entrepreneurial plans for students in the process of innovative entrepreneurship education, namely normative, empirical, and variational methods, which provide more scientific and theoretical guidance on important aspects of the entrepreneurial process. Theoretical guidance is provided for the important aspects of the entrepreneurial process.

(4) Analysis of theoretical basis. the Theory of Planned Behavior by Ajzen I (30 times) and the Theory of Economic Development by Schumpeter J (30 times) are the theoretical basis for the research on innovative entrepreneurship education. Ajzen I argues that human behavioral performance is indirectly influenced by behavioral intentions including attitudes, external subjective norms, and perceptual behavioral control. In the book Economic

Schumpeter J, in his book "Theories of Economic Development", suggests that entrepreneurs are expected to develop new markets through innovation and continuously (1) In Economic Development Theory, Schumpeter J proposes that entrepreneurs are expected to develop new markets through innovation and to continuously combine resources

In 2009, innovation and entrepreneurship education focused more on entrepreneurship, knowledge, performance, innovation, management, human capital, and self-employment. These terms represent international research hotspots in innovation and entrepreneurship education. In the process of developing the discipline of innovation and entrepreneurship education, Ireland, Hitt, and Sirmon distinguish between the basic concepts of "entrepreneurship" and "management," suggesting that entrepreneurship is opportunity-driven and management is determined by resources and conversational skills, but they are not unique. In 2010, the research has continued to deepen and refine, gradually expanding to entities such as enterprises and companies, and the organizational model of enterprises has become the focus of research, with corporate finance, venture capital, and corporate development strategies receiving extensive attention as important aspects of the entrepreneurial process.

By 2011, innovation and entrepreneurship education research paid more attention to the creativity and inventiveness of enterprises, and the role of productive performance brought about by enterprise development on economic development. Pucara et al. mentioned in their study that innovation has attracted the attention of researchers and policymakers who want to do everything possible to improve innovation, and for that matter, an important approach is to link knowledge innovation

to the sustainable development of enterprises linkage. Research on entrepreneurs has become a common topic of study, with Kickul and Gundry analyzing the diversity of entrepreneurial types and the factors that contribute to their success from a psychological perspective. Researchers have also found that female entrepreneurs face relatively more difficulties and challenges in the process of starting a business and that the level of education and management skills are important factors that influence the success of female entrepreneurs. Entrepreneurs represent the driving force of economic development.

They are the driving force of economic development, constantly innovating to ensure the profitability of their businesses, and their intrinsic spiritual drive makes them open to the risks they face in the entrepreneurial process. These entrepreneurs, especially in high-tech and knowledge-intensive companies, attribute the source of their entrepreneurship to secondary schools, which offer many opportunities to exercise them in their entrepreneurial endeavors.

From 2012-2015, with the continuous development of high technology and the increasing connection between industry and academia, the research focuses directly on new issues such as technology transfer, academic entrepreneurship, the survival of companies in the new environment, and the further optimization of resource allocation. In their study, Berbegal-Mirabent et al. points out that knowledge spillover from secondary schools facilitates the transfer of knowledge and technology, promotes the creation of spin-off companies, and gradually develops entrepreneurial attitudes and entrepreneurial concepts unique to entrepreneurial secondary schools. Meanwhile, to promote the in-depth development of innovation and entrepreneurship education research, many researchers have actively drawn on self-efficacy theory, planning behavior theory, and other theoretical paradigms to deepen entrepreneurial attitudes and concepts (Guo, & Fu, 2014). To promote the further development of innovation and entrepreneurship education research, many researchers have actively drawn on theoretical paradigms such as self-efficacy theory and theory of planned behavior to deepen and enrich relevant research

2.2.2 China's research on innovation and entrepreneurship education

After searching on China Knowledge Network with "innovation and entrepreneurship education" as the keyword, the research on innovation and entrepreneurship education in China mainly focuses on the following five aspects after the literature combing.

First, research on the concept of innovation and entrepreneurship education. The main research is on the connotation of innovation and entrepreneurship education, innovation education, and entrepreneurship education. For example, Zhang Bing and Bai Hua in "Debate on the concept of innovation and entrepreneurship education in colleges and secondary schools" categorized the connotation of innovation and entrepreneurship education as broad and narrow, qualitative and quantitative, individual-oriented and social-oriented, and pointed out the misconceptions in these connotations. Your eternal, on the other hand, starts from the goal of innovation education and analyzes the connotation of innovation education according to its basic characteristics. Hu takes life education theory and creation education theory as the theoretical basis and combines them with the cultivation goals of entrepreneurship education to explain the connotation of the concept of entrepreneurship education (Hao, Wu, & Hou, 2016).

Second, research on innovation and entrepreneurship education theories. Research is based on a certain theory or disciplinary perspective. Zhou Zhicheng examines innovation and entrepreneurship education from the perspective of higher He takes the essence and value of innovation and entrepreneurship education as the theoretical basis and advocates that "problem - problem - problem" should be adopted. He advocates the adoption of the "problem-life" education model. Zhang Yan discusses innovation and entrepreneurship education from four perspectives: the essence, core content, form, and leading force of innovation and entrepreneurship education. The study also focuses on four points: the essence of innovation and entrepreneurship education, the core content, the form of development, and the leading force. It is necessary to consider the characteristics of school types, regional economic features, and educational development stages to build a progressive innovation and entrepreneurship education model with diversified and regional characteristics.

To build a progressive innovation and entrepreneurship education model with diversified and regional characteristics, it is necessary to consider the characteristics of school types, regional economic features, and educational development stages.

Thirdly, the research on the construction of innovation and entrepreneurship education systems. This includes the research on the overall system of innovation and entrepreneurship education and the research on the partial system (referring to the research on curriculum construction, talent cultivation, faculty, and so on). Under the guidance of the "big entrepreneurship concept", Wang proposes to build a "broad-spectrum" innovation and entrepreneurship education system, which integrates

five aspects including value system, curriculum, and teaching system into the whole process of talent cultivation. Based on the strategic perspective of talent cultivation and the main obstacles, Li and Lu proposed that the integration of innovation and entrepreneurship education into the talent cultivation system should follow three basic implementation paths: education as the goal, teaching as the center, and serving as the foundation. Chen et al. The first is the integration of innovation and entrepreneurship education into classroom teaching. The program is tiered and integrated into the teaching of professional courses; it is comprehensively deployed and set up credits for innovation practice; it integrates resources and strengthens special training for entrepreneurship; it creates an atmosphere and provides a good environment for entrepreneurship education. The path of comprehensive integration of innovation and entrepreneurship education into classroom teaching is proposed. The path exploration of innovation and entrepreneurship education is fully integrated into classroom teaching and learning.

They give insights and suggestions for the development of entrepreneurship education in China's colleges and secondary schools from three aspects: establishing entrepreneurship education concept, education curriculum system, and entrepreneurship education guarantee mechanism. Shi et al. argue that innovation and entrepreneurship education and entrepreneurial secondary schools are mutually reinforcing and integrated. The example of the entrepreneurship network at Stanford University in the United States proves that the integration of the two can promote the development of innovation and entrepreneurship and provide a boost to the economy of the whole region and even the country. Hu, Tao, and Shen, Li, through their study of the "Innovation and Entrepreneurship Program" at Bachen Business School and the "Industry-University-Research" Innovation and Entrepreneurship Education at Stanford University The study of the "innovation and entrepreneurship curriculum" of Benson College of Business and the "industry-university-research" model of Stanford University, and the analysis of the current situation of innovation and entrepreneurship in China (Han, & Miao, 2014). We then put forward suggestions for the development of innovation and entrepreneurship education in China's secondary schools from four points: culture and philosophy, organizational structure, teaching process, and industry-university-research integration. The study also proposes suggestions for the development of innovation and entrepreneurship education in China's colleges and secondary schools in four aspects: culture and philosophy, organizational structure, teaching and learning, and integration of industry, academia, and research.

Fifth, research on innovation and entrepreneurship education practices. It mainly includes research on entrepreneurship models and education practice in specific subject areas. Based on the analysis of the connotation of entrepreneurship education, Yu and Yang took the integration of entrepreneurship education and higher mathematics innovation education as the research perspective and proposed a new model of research-based teaching in higher mathematics, and illustrated its effectiveness in practice with examples. Xu and Gong explored the project participatory entrepreneurship education model, focusing on the definition of the model and the necessity of its implementation, and analyzed the project participatory entrepreneurship education model in terms of objectives and concepts, organization, assessment, and evaluation, and pointed out the possible problems in the promotion of the model. Yu Chang and Wang Zhijun examine the four types of education that are popular today: entrepreneurship competitions, business school entrepreneurship education, broad-spectrum innovation, and entrepreneurship education They proposed the strategy of constructing the innovation and entrepreneurship education model by "clarifying the positioning of innovation and entrepreneurship education in secondary schools, establishing the core position of knowledge capitalization, dealing with the relationship between knowledge capitalization and non-utilitarianism, and encouraging the grassroots spirit of innovation and entrepreneurship" (Han, & Miao, 2014).

By combing through the literature on innovation and entrepreneurship education, we can clarify the existing research results and progress. Although there is a large amount of relevant research literature and rich research content, there are still shortcomings in the existing research, which are manifested in the following three aspects: firstly, there is a lack of profound understanding of the connotation of innovation and entrepreneurship education; secondly, there is a lack of feasible theoretical guidance for the cultivation of innovation and entrepreneurship talents, and the current theoretical exploration is mostly placed in the philosophical perspective or simple theoretical application level, lacking real practical theoretical analysis and Third, there is a lack of in-depth case studies with strong reference and practicality. These are both the focus and difficulties of this study and also the value of this study for in-depth exploration.

2.3 Theory of Reviews

The cultivation of innovative and entrepreneurial talents needs to break through the routine and be placed on a broader platform, with richer resources, and a more

innovative and open environment. The "ivory tower" talent cultivation model of secondary schools alone can no longer adapt to the changes in world development and China's demand for innovative country construction and entrepreneurial economic development. The construction of a synergistic mechanism can break the framework of innovation and entrepreneurship talent cultivation and present a new situation. It is of great significance to deeply understand and explore the theoretical basis and driving principles of the synergistic mechanism to build a synergistic mechanism for the cultivation of innovative and entrepreneurial talents.

2.3.1 Synergy Theory

Synergy theory was developed based on "synergy" as "a science of collaboration. In 1977, Haken's Introduction to Synergy marked the initial establishment of this discipline. Collaborative systems are capable of In 1977, Haken's Introduction to Synergetics marked the initial establishment of the discipline. It is further stated that "the joint action and collective behavior of the subsystems in a system that is mutually coordinated, cooperative or synchronized, results in a synergistic effect. It is further stated that "the coordinated, cooperative or synchronized joint action and collective behavior of the subsystems in a system results in a synergistic effect of 1+1>2". Haken's idea of synergy has been further extended to Haken's idea of synergy has further extended to many fields such as management and knowledge synergy theory, which has promoted the development of synergy and achieved important results (Etzkowitz, Mello, & Almeida, 2005). In particular, the rapid development of knowledge synergy provides a solid theoretical foundation and research guarantee for knowledge management, innovation, integration, and complementation, and achieves mutual benefits and maximization of overall benefits while bridging the shortcomings of each subject. Knowledge synergy is of great significance to the synergy of research and education (Gartner, 1988).

2.3.2 Triple Helix Theory

Henry Etzkowitz's research and conceptualization of the "entrepreneurial university" can be traced back to his 1983 article "Entrepreneurial Scientists and Entrepreneurial Secondary schools in American Academia". In his famous book "The Triple Helix", he proposed the triple helix innovation model of university, industry, and government, pointing out that the virtuous interaction between the three is the core driving force of the innovation system and the driving force of economic and social development (Han, & Miao, 2014). In the book "National Innovation Model -

University, Industry, and Government "Triple Helix" Innovation Strategy", it is proposed that how to realize the interaction of university-industry-government triple helix is to realize The "innovation of innovation" is to reconstruct the organizational arrangements that promote innovation and improve the dynamic mechanisms that stimulate innovation activities.

As a model of innovation, the triple helix will interact and cooperate closely with each other, and will develop in the direction that "each triple helix participant will expand its functions and play other institutional roles in addition to its traditional tasks".

Take U.S. community colleges as an example, community colleges as vocational colleges are the source of innovative knowledge and skills, and the students they train are the main force of innovation and entrepreneurship in society; the trainers or the entrepreneurial companies founded by corporate employers are the production factors of the regional economy; industry companies not only provide research or internship sites for community colleges, but their managers also support the training of innovative and entrepreneurial talents in colleges as part-time teachers; the government on the one hand, On the one hand, the government provides preferential policies, programs, and corresponding financial subsidies to support colleges' innovation and entrepreneurship, and on the other hand, it also regulates the cooperation between enterprises and institutions, helping them to establish connections and achieve win-win situation (Etzkowitz, Mello, & Almeida, 2005). In China, although the government, secondary schools, and enterprises have not yet formed a perfect triple helix relationship, and the establishment of hybrid organizations like high-tech development zones is too demanding for secondary schools, the collaborative cultivation of innovative and entrepreneurial talents still requires these three parties to cooperate and complement each other's deficiencies

2.3.3 Innovation Ecosystem Theory

Innovation ecosystem theory is the application of ecological theory in the field of innovation from the ecological perspective. Innovation is placed under the threshold of complexity science and is a system in which all innovation subjects, elements, and links coexist and co-evolve, which has certain similarities with the basic characteristics of the natural ecosystem (Gorman, Hanlon, & King, 1997). "Innovation ecosystem refers to the organic whole of interaction and mutual influence between innovation communities and innovation environment as well as within innovation communities in a certain regional scope." The innovation ecosystem includes both

physical organizations such as secondary schools and enterprises, as well as species gathered by multiple innovation entities. The innovation ecosystem is characterized by a complex structure, dynamic changes, and interactive cycles. It is characterized by a complex structure, dynamic changes, and interactive cycles. As the innovation ecosystem involves multiple innovation entities, multiple levels, and multiple links, the system interacts and competes for mutual benefit. The innovation ecosystem involves multiple innovation agents, multiple levels, and multiple links, and the internal system competes for mutual benefit and symbiosis to reach a common balance and evolve under the influence of the external environment of the system (Han, & Miao, 2014).

Therefore, creating a good innovation ecosystem is not only conducive to the benign interaction cycle of the innovation subjects within the system but also enhances the overall innovation competitiveness (Liu, & Hao, 2016). Therefore, the creation of a good innovation ecological environment is not only conducive to the positive interaction cycle of all innovation subjects within the system and the improvement of the overall innovation competitiveness but also conducive to the dynamic response to the competitive changes in the external environment and the expansion of the innovation vitality and benefits. It is also conducive to the dynamic response to the competitive changes in the external environment and the extension of the vitality and benefits of innovation to the region and the country, to enhance the overall innovation capability and competitiveness of the country and this will promote the construction and development of an innovative country (Mei, 2010).

2.4 Conceptual Framework

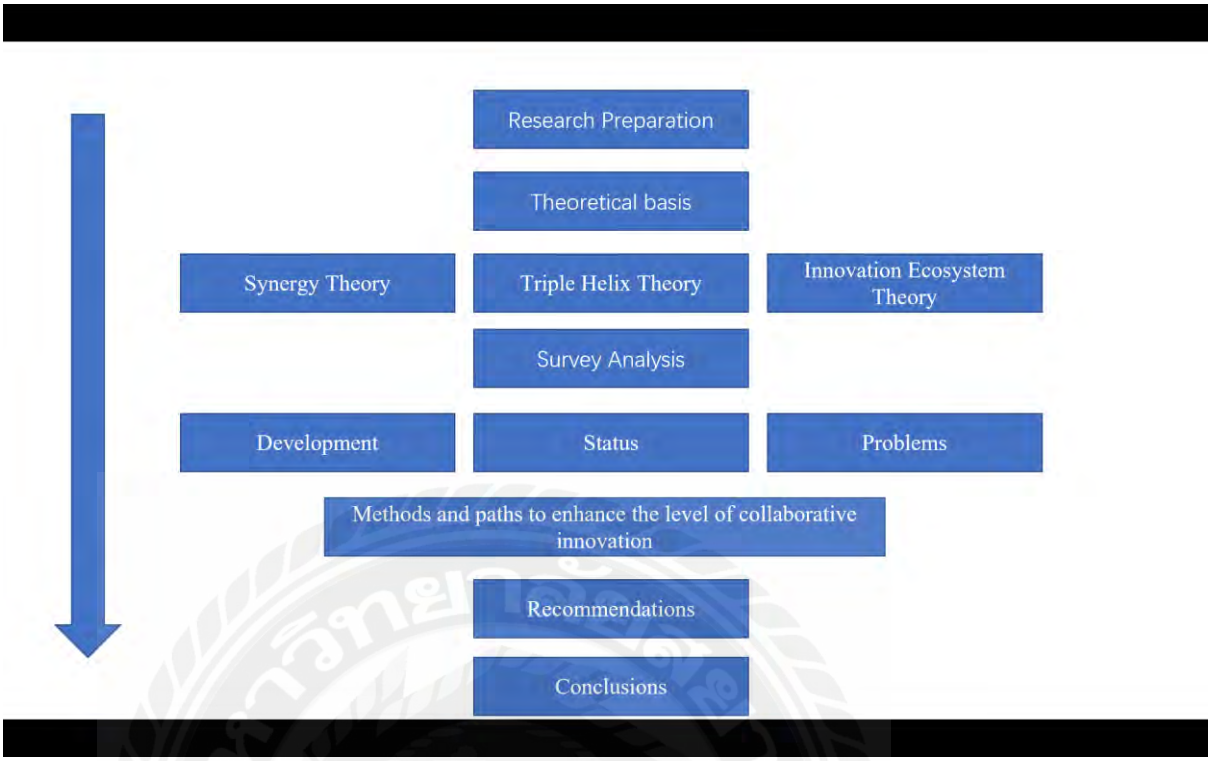

Figure 2.1 Conceptual Framework

First, consult and collect relevant information to make preparations. The author collects the literature related to the cultivation of innovative and entrepreneurial talents in middle school through the school library, China Knowledge Network, Wanfang database, Vipshop, and reading relevant news online. I went through the collected data to understand the current situation of secondary innovation and entrepreneurship talents cultivation studied by various scholars, grasp the current trend and difficulties faced by innovation and entrepreneurship talents cultivation, and figure out the background of the topic (Shane, & Venkataraman, 2000). Then, we start from the current situation of the cultivation of innovative and entrepreneurial talents in secondary schools in Zhoushan City to understand the specific situation of the cultivation of skills and make a comprehensive analysis in terms of quantity, quality, and structure respectively. Secondly, we analyze and study the current situation and difficulties faced by the collaborative cultivation of innovative and entrepreneurial talents in middle-level finance and economics in Zhoushan, and explore ways and paths to improve the collaborative innovation ability of middle-level finance and economics in Zhoushan. Finally, based on the clear guiding ideology and strategic objectives, we construct a guarantee mechanism, a synergy mechanism, a constraint mechanism, and an evaluation and supervision mechanism for the collaborative

cultivation of innovative and entrepreneurial talents in middle-level finance and economics in Zhoushan based on human capital theory, triple helix theory, and synergy theory.

2.5 Terms and Definition Used in this Study

2.5.1 Innovation and entrepreneurship

Innovation and entrepreneurship refer to entrepreneurial activities based on a point or points of innovation in technological innovation, product innovation, brand innovation, service innovation, business model innovation, management innovation, organizational innovation, market innovation, channel innovation, etc. Innovation is the quality of innovation and entrepreneurship, and entrepreneurship is the goal of innovation and entrepreneurship (Wu, 2016).

Innovative entrepreneurship has four characteristics:

Innovative entrepreneurship has novelty, either a new product or service, a new business, a new scale, or a new level based on the original one.

Innovative entrepreneurship has the initiative, which is a purposeful and conscious activity of people and is a manifestation of the active and aggressive spirit.

Innovation and entrepreneurship are difficult.

Innovative entrepreneurship is influential and has a great impact on individuals, families, and society. Innovation and entrepreneurship are the processes of realizing self-worth and living out the meaning of life.

Innovation and entrepreneurship are entrepreneurial activities based on innovation, which is different from both simple innovation and simple entrepreneurship. Innovation emphasizes pioneering and originality, while entrepreneurship emphasizes the act of gaining benefits through practical actions (Wu, 2018). Therefore, in the concept of innovation and entrepreneurship, innovation is the basis and premise of entrepreneurship, and entrepreneurship is the embodiment and extension of innovation.

It has the following three characteristics

High Risk

Innovative entrepreneurship is entrepreneurship based on innovation, but innovation is influenced by people's existing cognition and behavioral habits and will face obstacles to be accepted, thus innovative entrepreneurship will face a higher risk than traditional entrepreneurship. As Peter Drucker said: For every truly significant innovation that succeeds, there are 99 failures and 99 unheard-of ones.

High Returns

Innovative entrepreneurship is a more optimal allocation of existing resources through a more optimal combination of existing technologies, products, and services. It can bring more and more new value to customers, thus creating a "blue ocean" in the field of entrepreneurship, gaining more competitive advantages and greater returns.

Promote upward mobility

Innovation and entrepreneurship are entrepreneurial activities based on innovation. Innovation is the basis and premise of entrepreneurship, while entrepreneurship is the carrier and presentation of innovation results, and in the process of entrepreneurial activities, we constantly optimize resource allocation and summarize and refine, to realize the renewal and upgrading of innovation. Innovation drives entrepreneurship, and entrepreneurship promotes innovation.

2.5.2 Talent cultivation

Talent development refers to the process of education and training of talents. The selected talents generally need to be trained to become specialists in various occupations and job requirements.

In the field of education, the talent training program is the normative document for schools to implement the general requirements of the Party and the State on talent training, organize teaching activities, and arrange teaching tasks, and is the basic basis for implementing talent training and conducting quality evaluation. The talent training program should reflect the elements of professional teaching standards and the main aspects of talent training requirements, including professional name and code, entry requirements, years of study, career orientation, training objectives and training specifications, curriculum, credit hour arrangement, the overall arrangement of the teaching process, the implementation of security, graduation requirements, etc., and attached to the teaching process schedule. Schools can develop professional training programs according to regional economic and social development needs, school characteristics, and professional reality.

2.5.3 Synergy mechanism

Collaborative management, or synergy. It is the rational arrangement and combination of local forces to accomplish a certain work and project. For example, collaborative sales. Collaborative management is a kind of management theory system based on the agile development model and virtual enterprise as the object. The essence of virtual enterprise is a system environment composed of many subsystems,

and collaborative management is to reorganize the time, space, and functional structure of each subsystem in the system to produce a "competition-cooperation-coordination" capability, whose effect is much greater than the new time, space and functional structure produced by the sum of each subsystem. The effect is much greater than the new temporal, spatial, and functional structure created by the sum of the subsystems.

The purpose is to solve the three major problems of "information silo", "application silo" and "resource silo", to realize the synergy of information, business, and resources, and to give full play to the "combat power" of the enterprise.

The concept of collaborative management is mainly embodied in three basic ideas, namely, "information-like thinking", "business-related thinking" and "on-demand thinking".

"Information-like thinking".

All kinds of information in the enterprise are connected, such as expense reimbursement, when the expense is spent, for which project is spent, etc. This is the information related to the reimbursement form (Wu, 2016). If this linked information is stored in different databases or application platforms, the approver can only get a simple electronic reimbursement form and no more information to support decision-making. Collaboration management provides a better solution by integrating variously scattered and irregular information into one "information network", and each information node is related to each other by some kind of business logic relationship or several kinds of business logic. In the collaborative management platform, the approver can start from this reimbursement form and quickly understand all kinds of related information, including the time, place, and amount of the expense, and then understand the progress of the project after the expense is spent, the overall budget situation, and so on. An important aspect of management is the understanding of real, big-picture information, and Collaboration Management certainly offers the possibility to do so (Wu, 2018).

"Business Linkage Thinking".

An analogy is that a modern enterprise is like a precision machine that keeps running, and each business link is like a part of the machine. On the surface, the business of an enterprise is divided into various business segments and attributed to a certain department or a certain person in charge, but these business segments are inextricably linked to each other, and more importantly, they all must operate for the common goal of the enterprise. A customer meeting, for example, will involve customer lists, marketing materials, and programs, related material receipts or

purchases, invoices, expenses, etc (Solomon, 2007). Traditional software that focuses on one or some business segments cannot manage other business segments in an integrated manner, so companies must switch between multiple applications to ensure synchronized operations. The collaborative management platform can fully integrate these business links into a unified platform for management, so that the action of any one business link can easily "start" the operation of other related businesses and update the relevant information in time, thus realizing a smooth link between business and business.

"On-demand thinking".

Various resources of an enterprise, including people, money, materials, information, and processes, are the basic elements of business operation. Collaboration management integrates these resources on a unified platform and ties them together through a collaborative environment of mesh information and associated businesses (Smith, 2007). However, to further realize the coordination and optimization of these resources, it is very important that these resources can be flexibly organized and collaborate with a certain goal or a certain task of the enterprise, so that they can "perform their functions" and maximize their value for this goal or task, in other words, the resources can respond to the needs of the enterprise promptly and break through various barriers to achieve consistent collaboration. Collaboration between people, for example, is happening every day in every corner of the enterprise. In the collaborative management platform, the barrier between people is broken, and they can be mobilized at any time to form "virtual teams" across departments, enterprises, and regions. For example, as a project is built, people from various departments can be added to the project team, even including external experts, related customers, partners, etc. The members of the "virtual team" are assigned to share project information, are assigned their tasks, are supervised by the project manager, discuss issues with each other, participate in online project meetings, and so on, to achieve a unified goal (Timmons, 1978). Of course, in such an example, the "virtual team" includes not only people, but also resources, such as meeting rooms, project materials, and so on. In the collaborative management platform, these resources can be found and gathered together quickly through various barriers, and achieve smooth communication and coordination among them to ensure the achievement of goals.

To sum up, the essence of collaborative management is to break all kinds of barriers and boundaries between resources (people, money, materials, information, processes, etc.) and make them operate in a coordinated manner for a common goal,

to fully achieve the common goal by maximizing the development, utilization and value-added of various resources.

Chapter 3 Research Methodology

3.1 Introduction

Based on the relevant literature review and theoretical basis in the previous chapters, this paper decided to use a mixed research methodology to study the cultivation of innovative entrepreneurial talents in secondary schools in Zhoushan. In the mixed research method, the literature research method and inductive-deductive method concerning qualitative research, and the questionnaire survey method and interview method concerning quantitative research are specifically used. Most of the data come from questionnaires and interviews of secondary schools in Zhoushan, and their data have high validity and credibility.

Literature research method: Through library search and relevant literature, the concept, importance, problems, and countermeasures for talent cultivation of innovation and entrepreneurship and innovative entrepreneurial talents were collected and organized. At the same time, the collected literature and materials were classified, organized, summarized, and summarized, from which the relevant theoretical basis was found as the basis for the subsequent investigation and research.

Questionnaire survey method: Through questionnaire survey of students in four secondary schools in Zhoushan City, to understand the current Zhoushan To obtain first-hand information and provide a strong basis for the research. The results of the survey were summarized and analyzed, and the results were obtained. To summarize and analyze the results of the survey, we can find out the problems in the cultivation of talents. The research team will draw up a collaborative cultivation path and construct a collaborative cultivation mechanism.

Interviews: We used face-to-face, telephone, and WeChat interviews to understand the current situation of talent cultivation in Zhoushan from the perspectives of managers and teachers of some secondary schools in Zhoushan. We used face-to-face, telephone, and WeChat interviews to understand the current situation and problems of collaborative cultivation of innovative and entrepreneurial talents in secondary schools in Zhoushan. It provides a broader perspective for the study of collaborative cultivation mechanisms.

Inductive-deductive method: This is a widely used logical analysis method. This is a widely used logical analysis method, which can be used to systematically summarize the theoretical basis, current situation analysis, and experiences of collaborative cultivation of innovative and entrepreneurial talents in middle-level finance and economics based on literature combing. This method is a widely used logical analysis

method to systematically summarize the theoretical foundation, current situation analysis, and experience reference of the collaborative cultivation of innovative and entrepreneurial talents in secondary finance and economics based on literature, to design a set of scientific and feasible implementation paths and cultivation mechanisms.

3.2 Research design

To better promote innovation and entrepreneurship education in secondary schools in Zhoushan as well as to promote the collaborative cultivation of innovative and entrepreneurial talents, and to further understand the actual situation of implementing collaborative cultivation of innovative and entrepreneurial talents in finance and economics majors in secondary schools in Zhoushan, we designed this student survey questionnaire and teacher interview outline. The survey mainly covers the following three aspects: firstly, the awareness of Zhoushan secondary school students about innovation and entrepreneurship education; secondly, the mode and way of cultivating innovative and entrepreneurial talents in Zhoushan secondary schools; thirdly, the analysis of the environment of collaborative cultivation of innovative and entrepreneurial talents in Zhoushan secondary schools. Through this survey, data analysis is conducted to understand the current situation of collaborative cultivation of innovative and entrepreneurial talents in secondary schools in Zhoushan, analyze the problems, and propose specific measures to improve them.

3.3 Hypothesis

Innovation and entrepreneurship education is mainly to cultivate talents and improve the efficiency of innovation and entrepreneurship. Creative entrepreneurs don’t exist in isolation. Innovation, which is placed under the visual threshold of complexity science, is a system of coexistence and co-evolution of all innovation subjects, elements, and links, and has certain similarities with the basic characteristics of natural ecosystems. The innovation ecosystem is an organic whole that interacts with each other between the innovation community and the innovation environment within a certain region. The innovation ecosystem includes not only the entities such as secondary schools and enterprises, but also the population which is aggregated by several innovation entities, the external environment which influences the innovation activities, and so on, the utility model has the characteristics of a complex structure, dynamic change, and interactive circulation. Because the innovation ecosystem involves multi-innovation subjects, multi-level and multi-link, the system inside each

other interactive competition, mutual benefit, and symbiosis, to achieve common balance, and under the influence of the external environment of the system under continuous evolution.

H1. Stable and sufficient financial support from the government is conducive to theoretical research and implementation of innovative talent cultivation.

H2. Institutional innovation to promote talent cultivation is positively correlated with the effect of talent cultivation.

H3. Combining talent cultivation with collaborative innovation activities between industry, academia, and research will optimize the academic ecological environment and facilitate the cultivation of innovative talents.

3.4 Population and Sampling

In this paper, four key secondary vocational schools in Zhoushan, which mainly specialized in finance and commerce, were selected for the questionnaire survey: Zhoushan Economic School, Zhoushan Trade School, Zhoushan Finance and Finance Vocational Middle School, and Zhoushan Foreign Trade Vocational Middle School. A total of 440 questionnaires were distributed, and 413 questionnaires were validly returned, with a valid return rate of 93.9%. Among them, 161 male students were surveyed, accounting for 38.98%, and 252 female students, accounting for 61.02%. The proportions of the first, second, and third grades of secondary school were evenly distributed, with 133, 126, and 154 students respectively, accounting for 32.2%, 30.51%, and 37.29% of the total sample. As for the distribution of majors, 329 students majoring in finance and commerce participated in the survey, accounting for 79.66% of the total number of students, while the remaining three majors were culture and art, information technology, and transportation.

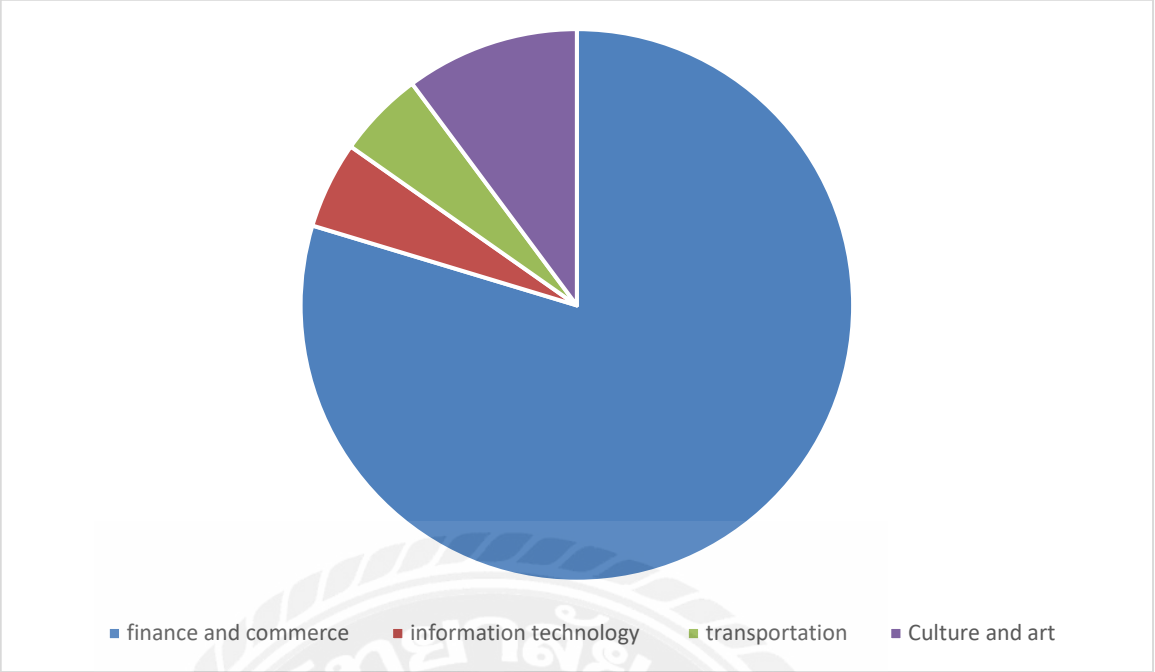

Figure 3.1 Professional category for secondary students

3.5 Analysis of survey data

3.5.1 Analysis of middle school students' perception of innovation and entrepreneurship education

On the question of whether they are interested in self-employment, 294 people are interested in self-employment, accounting for 71.19% of the total sample. 70 people are not interested in self-employment, accounting for 16.95% of the total sample, and 49 people do not focus on self-employment, accounting for 11.86% of the total sample. This set of survey data shows that more than 70% of secondary school students are interested in innovation and entrepreneurship. The survey data show that more than 70% of secondary school students are interested in innovation and entrepreneurship and are willing to try it, but there are still a small number of students who are not interested in it and do not pay attention to it.

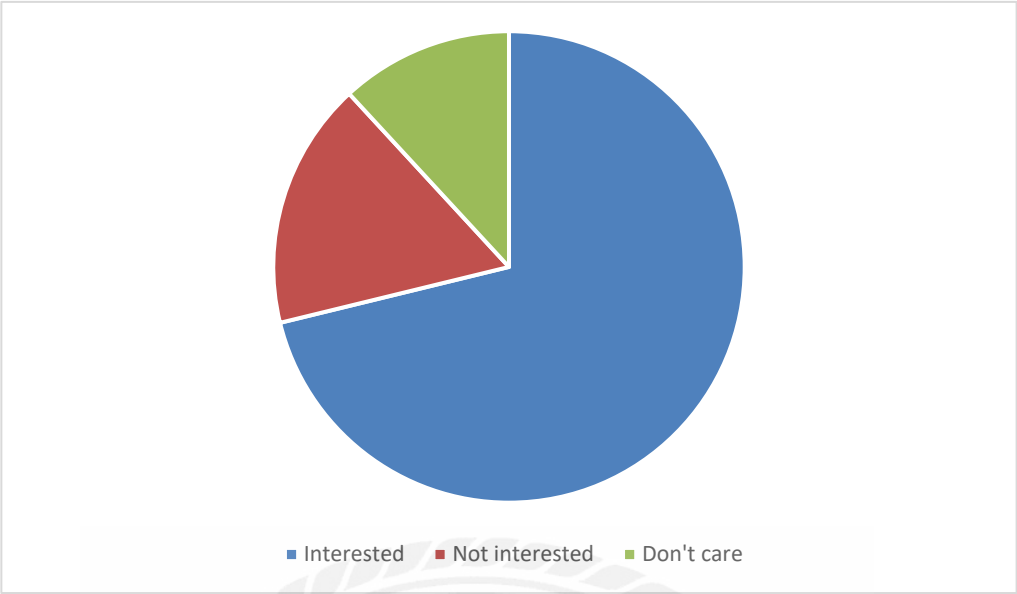

Figure 3.2 Level of interest in self-employment

On the question of whether they have considered starting their own business, 105 students have not had such an idea, accounting for 25.42% of the total sample; 280 students have the idea of starting their own business, accounting for 67.8% of the total sample; and 28 students not only have the idea of starting their own business but also are practicing it, accounting for 6.78% of the total sample. This set of survey data shows that most secondary school students recognize innovation and entrepreneurship, but a quarter of them have not considered innovation and entrepreneurship, and they are not aware of the importance of innovation and entrepreneurship in their thinking. They are not aware of the importance of innovation and entrepreneurship at the conceptual level.

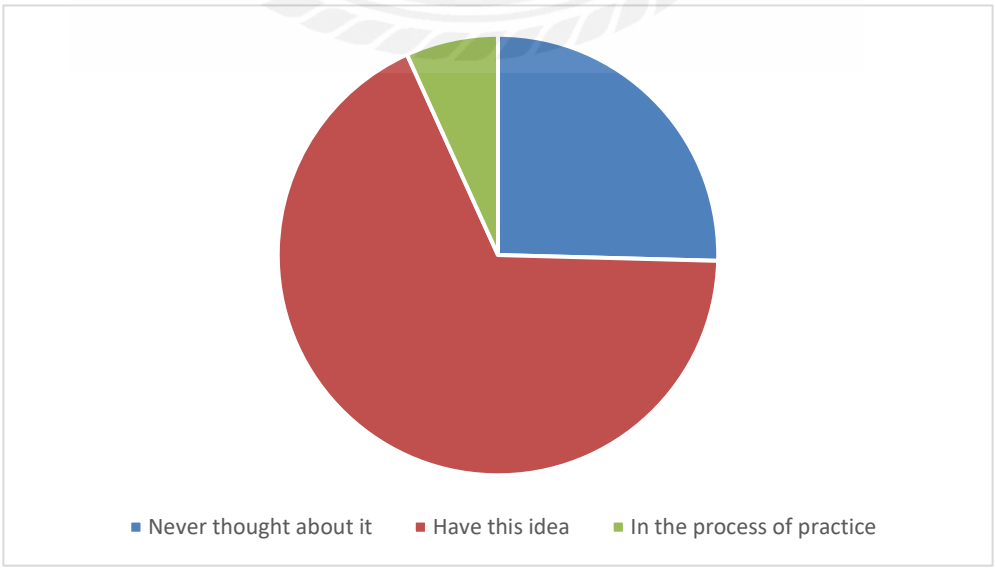

Figure 3.3 Whether to consider self-employment

On the question of when to start their own business, 35 students chose to start their own business while they were in school, accounting for 8.47% of the total sample; 133 students chose to start their own business after graduation, accounting for 32.20% of the total sample; 245 students chose to work for a few years to accumulate experience before starting their own business, accounting for 59.32% of the total sample. This set of survey data shows that 60% of secondary school students can recognize that accumulating experience can increase the success rate of innovation and entrepreneurship, and more secondary school students are willing to realize "self-employment" in the form of entrepreneurship after a few years.

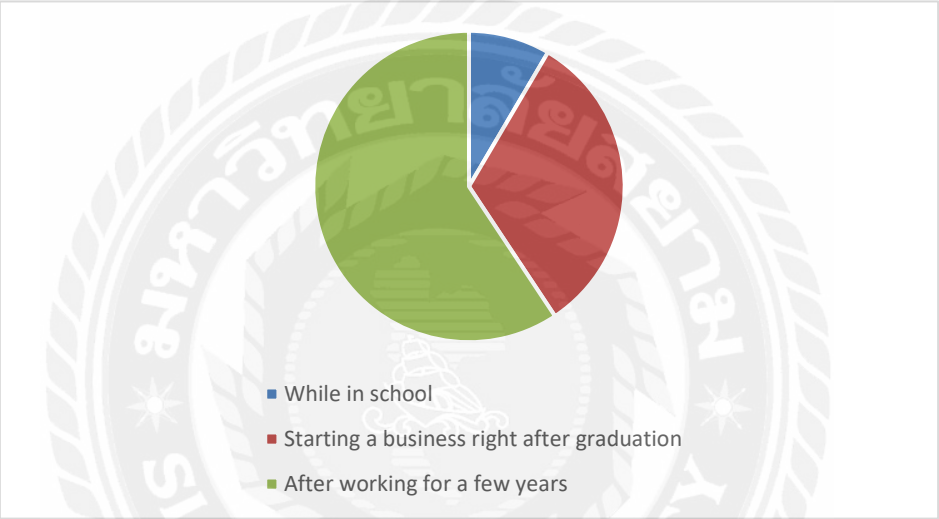

Figure 3.4 Choosing when to start a business

In the multiple choice question on the awareness of the purpose of cultivating innovative and entrepreneurial talents in secondary schools, 49.15% of the students think that cultivating innovative and entrepreneurial skills is to solve employment; 62.71% of the students think that innovation and entrepreneurship are to accumulate wealth; 67.80% of the students think that it is to develop and exercise themselves, 35.59% of the students think that the purpose is to contribute to the society, and 3.39% of the students believed that the purpose was for other purposes. The highest percentage of students said the purpose was to develop themselves, followed by accumulate wealth, followed by solving employment, and contribute to society. This set of survey data shows that more than half of the students can recognize the positive role of innovation and creative talent cultivation in improving their competitiveness, but fewer of them can think about their contribution to society, and the purpose of talent training is utilitarian.

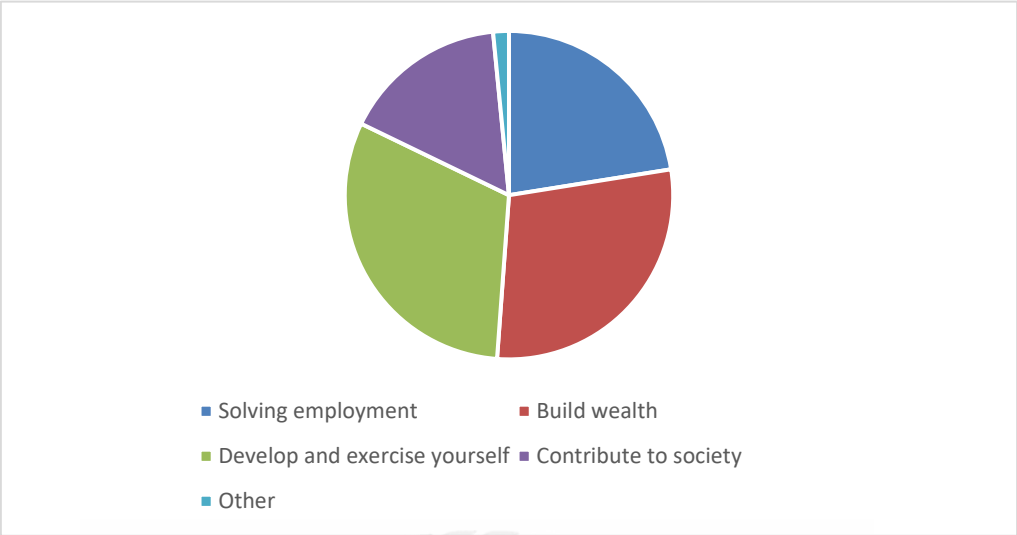

Figure 3.5 The purpose of training innovative and entrepreneurial talents

Regarding the lack of resources for innovation and entrepreneurship among secondary school students, 64.41% of students think they lack capital; 23.73% think they lack professional knowledge; 62.71% think they lack social practice experience; 42.27% think they lack network; 35.59% think they lack social experience; 16.95% think they lack self-confidence; and 10.17% think they lack a good idea. The top three are money, social practice experience, and network respectively. This set of survey data shows that the bottlenecks of innovation and entrepreneurship for secondary school students are: capital, social practice experience, and network are the most lacking, followed by social experience, professional knowledge, self-confidence, and good ideas, which are the important reasons to restrict secondary school students' innovation and entrepreneurship.

On the question of the necessity of innovation and entrepreneurship education, 273 students, accounting for 66.10% of the total sample, thought it was necessary to carry out innovation and entrepreneurship education; 63 students, accounting for 15.25% of the total sample, thought it was not necessary to carry out innovation and entrepreneurship education; 77 students, accounting for 18.64% of the total sample, had an indifferent attitude and did not care. This set of survey data shows that nearly 70% of the students are aware of receiving innovation and entrepreneurship education, which indicates that the current innovation and entrepreneurship education is effective and has a positive impact on the respondents themselves. However, there is also a problem that some students have not yet realized the importance of innovation and entrepreneurship education.

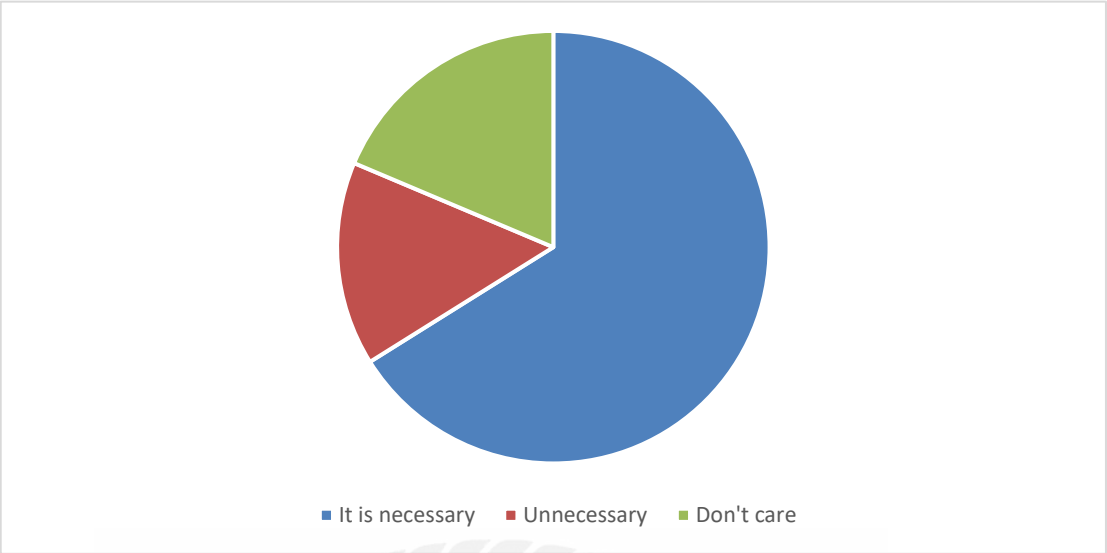

Figure 3.6 The need for innovative entrepreneurship education

On the question of what qualities you think innovative and entrepreneurial talents need, 64.41% of students think they need to have unique thinking ability; 42.37% of students think they need to have a strong practical ability; 66.1% of students think they need to have team spirit; 55.93% of students think they need to have cooperation spirit; 61.02% of students think they need to have Communication skills; 37.29% of the students thought they needed a sense of diligence; 42.37% of the students thought they needed a sense of social responsibility; 50.85% of the students thought they needed to be creative, and 5.08% of the students chose others. This set of survey data shows that the top three are team spirit, unique thinking ability, and communication ability; the bottom three are exploration spirit, diligence, practical ability, and sense of social responsibility, which indicates that secondary school students have certain opinions about the orientation of innovative and entrepreneurial talents cultivation, but not all of them are aware of the importance of innovation ability and exploration spirit, and sense of social responsibility for innovative and entrepreneurial talents cultivation.

In the question of which field would you choose if they were to start a business, 55.53% of students chose a field related to their major; 57.63% chose a field they were interested in; 18.64% chose a field that was hot today; 15.25% chose a field that was challenging and innovative, and 22.03% The highest percentage of students chose the field of their interest. The highest percentage of students chose the field of their interest, and the lowest percentage chose the challenging and innovative field of entrepreneurship. This set of survey data shows that the current secondary school students in Zhoushan tend to be more interested in the field of interest or related to

their majors if they start their own business, and their innovation consciousness and innovation ability are not strong enough and need to be improved.

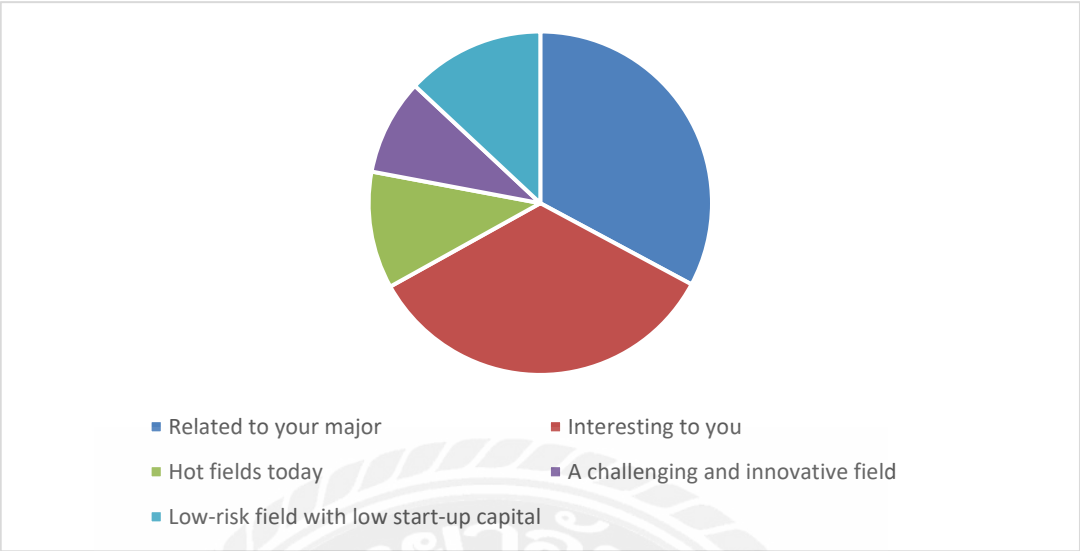

Figure 3.7 Students' preferred areas of innovation and entrepreneurship

3.5.2 Analysis of the cultivation mode and ways of innovative and entrepreneurial talents in secondary schools

1. Innovation and entrepreneurship courses in secondary schools.

In the question of whether they have taken innovation and innovation courses or received related training, 287 students have received related courses or training, accounting for 69.49% of the total sample; 126 students have not received innovation and entrepreneurship courses or training, accounting for 30.51% of the total sample. This set of survey data shows that most secondary school students have received courses and training in school, and all institutions are carrying out innovation and entrepreneurship talent cultivation to different degrees.

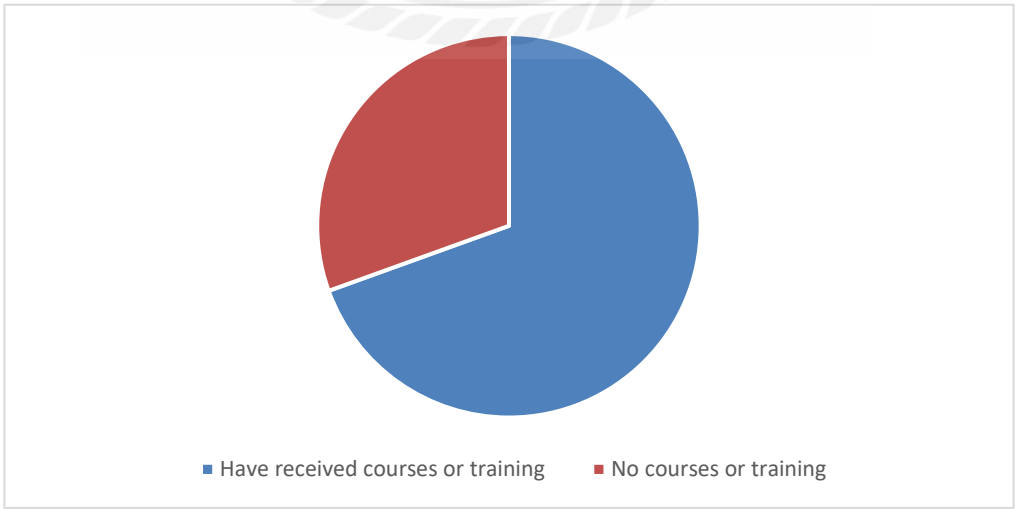

Figure 3.8 Innovative entrepreneurship educated groups

In the question of what type of courses your major has set innovation and entrepreneurship courses, 70 students chose compulsory courses, accounting for 16.95% of the total sample; 210 students chose elective courses, accounting for 50.85% of the total sample; 133 students chose don't know and never took them, accounting for 32.2% of the total sample. This set of survey data shows that half of the secondary schools set innovation and entrepreneurship courses as elective courses, only a few institutions or majors set innovation and entrepreneurship courses as compulsory courses, and some other institutions or majors do not offer relevant courses.

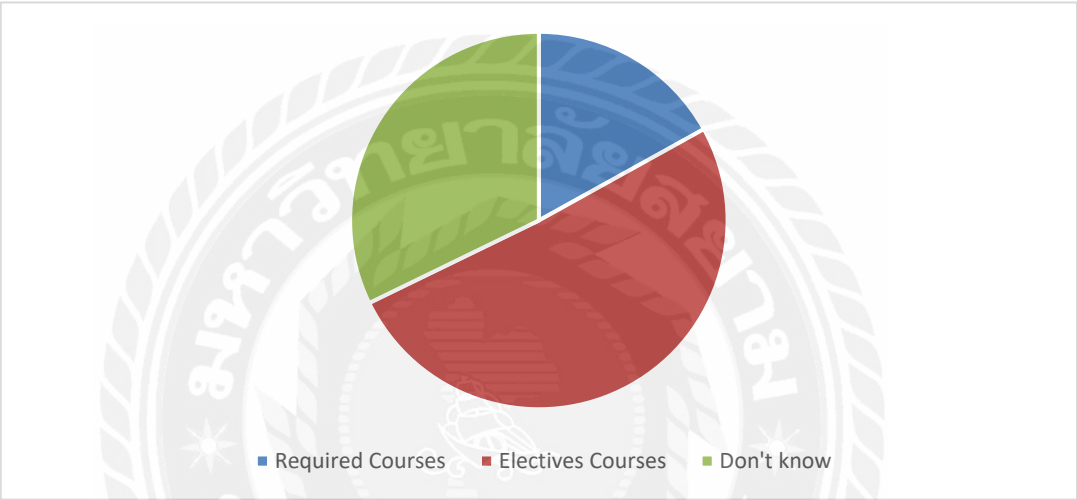

Figure 3.9 Innovation and Entrepreneurship Curriculum

On the question of satisfaction with the school's innovation and entrepreneurship curriculum, 56 students chose very satisfied, accounting for 13.56% of the total sample; 84 students chose fairly satisfied, accounting for 20.34% of the total sample; 126 students chose average, accounting for 30.51% of the total sample; 105 students chose not very satisfied, accounting for 25.42% of the total sample; and 42 students chose very dissatisfied, accounting for 10.17% of the total sample. 42 students chose very dissatisfied, accounting for 10.17% of the total sample. This set of survey data shows that more than half of the secondary school students are satisfied with the arrangement of innovation and entrepreneurship courses set by the institutions. This shows that more than half of the secondary students are satisfied with the innovation and entrepreneurship curriculum, which means that the current innovation and entrepreneurship curriculum has some merits, but more than 30% of the students are not satisfied with it. However, more than 30% of the students are not satisfied with this, which indicates that there is still room for improvement.

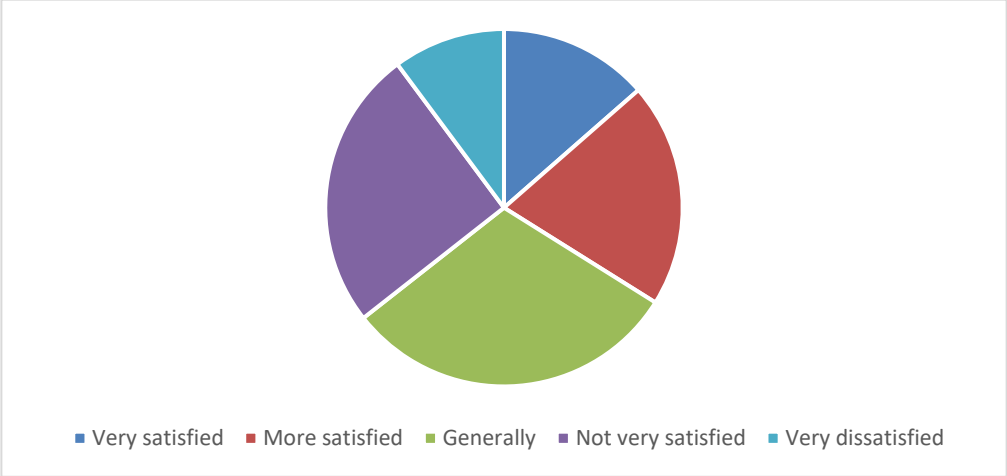

Figure 3.10 Satisfaction level of innovative and entrepreneurial curriculum

On the question of whether innovation and entrepreneurship courses are closely related to professional education, 63 students think they are very closely related, accounting for 15.25% of the total sample; 98 students think they are relatively closely related, accounting for 23.73% of the total sample; 182 students think they are generally related to professional education, accounting for 49.15% of the total sample; 42 students think they are somewhat disconnected, accounting for 10.17% of the total sample; and 28 students think they are completely disconnected, accounting for 6.78% of the total sample. 28 students think that they are completely separated from each other, accounting for 6.78% of the total sample. This set of survey data shows that nearly half of the students have a neutral attitude toward the degree of connection between the two, and less than 20% of the students think that the relationship between the two is detached, which indicates that the degree of connection between the current secondary innovation and entrepreneurship education courses and professional education courses in Zhoushan still needs to be improved.

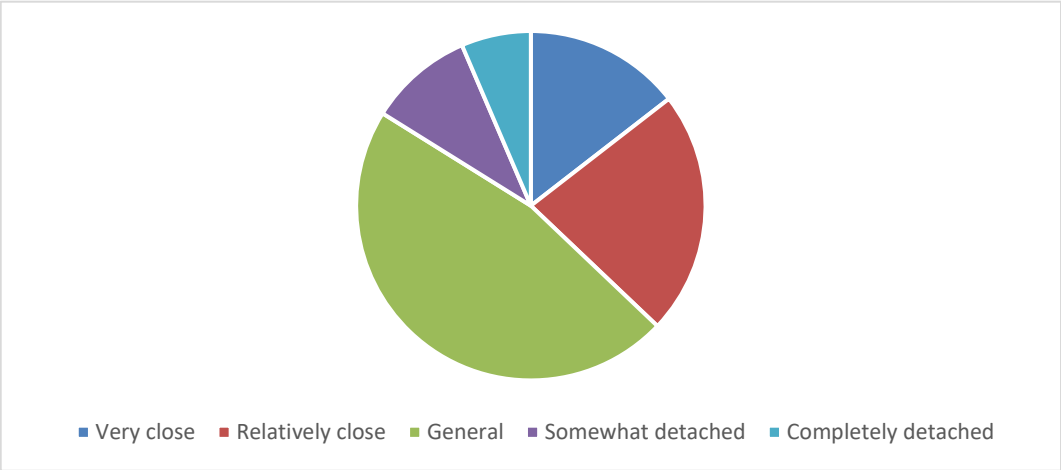

Figure 3.11 The extent to which innovation and entrepreneurship courses are closely linked to professional education

In this multiple choice question, 13.56% of the students said the teachers specialized in innovation and entrepreneurship; 20.34% said the teachers are part-time teachers from enterprises; 55.93% said the teachers are counselors or teachers from other disciplines; 59.32% said the teachers are career planning teachers, and 25.42 students did not know about this question. This set of survey data shows that the teachers of innovation and entrepreneurship training in secondary schools in Zhoushan are mainly tutors and teachers of other subjects or career planning teachers, and there are fewer full-time teachers of innovation and entrepreneurship.

On the question of how you evaluate the innovation and entrepreneurship faculty in your school, 70 students chose excellent, accounting for 16.95% of the total sample; 126 students chose good, accounting for 30.51% of the total sample; 112 students chose fair, accounting for 27.19% of the total sample; and 105 students chose not strong and need to be improved, accounting for 25.42% of the total sample. This set of survey data shows that nearly one-half of the students approve of the current innovation and entrepreneurship faculty, but nearly 30% of the students are neutral, and one-fourth of the students think the innovation and entrepreneurship faculty need to be improved.

In the question of what forms of innovation and entrepreneurship education are available in your school, 69.49% of students chose innovation and entrepreneurship courses; 54.24% of students chose innovation and entrepreneurship lectures, reports, and exchanges; 74.58% of students chose various innovation and entrepreneurship competitions; 30.50% of students chose innovation and entrepreneurship practice projects, and 11.86% of students chose Others (Figure 2-16). This set of survey data shows that innovation and entrepreneurship competition, innovation and

entrepreneurship courses, and innovation and entrepreneurship lectures, reports, and exchanges are the top three forms of innovation and entrepreneurship talents training, and innovation and entrepreneurship competition is the most common and the highest point of practical activities for students' participation in secondary schools.

When asked whether your school has a school-enterprise innovation and entrepreneurship incubator, 238 students (57.63% of the total sample) said there was an innovation and entrepreneurship incubator in their school; 77 students (18.64% of the total sample) said no, and 98 students (23.73% of the total sample) said they were not sure. This set of survey data shows that more than half of the secondary schools in Zhoushan have built their innovation and entrepreneurship incubators, but more than 20% of the students chose not sure, which indicates that even if some secondary schools have school-enterprise incubators, the usage rate is low, and it is more likely to be used as ornaments.

3.6 Reliability and validity analysis of the scale

Reliability analysis refers to the consistency of the results obtained when the same method is used for repeated measurements of the same object. Validity analysis refers to the degree to which a measurement tool or instrument can accurately measure the thing to be measured.

Validity analysis refers to the extent to which the measured results reflect the content to be examined. The more the measurement results match the content to be examined, the higher the validity; conversely, the lower the validity.

Intrinsic reliability: This is a measure of whether multiple questions in a research questionnaire measure the same concept or content, i.e., whether there is intrinsic consistency between the questions. This is the same reliability analysis done for most scale questionnaires.

In this paper, SPSS and Cronbach's alpha coefficient were used to analyze the collected data from the questionnaire for validity and reliability. The alpha coefficient of this paper is 0.723, which can be concluded that the data validity and reliability of this paper are good, and the results and conclusions drawn from it meet the requirements of the study.

Chapter 4 Results of the Study

4.1 Collaborative Cultivation of Innovative and Entrepreneurial Talents Problem Analysis

Cultivating innovative and entrepreneurial talents with technical skills in finance and economics is an inevitable choice to respond to the national "One Belt and One Road" initiative and promote the economic transformation and development of China. It is also an important element for secondary schools to take the road of internal development. The economic development situation of Zhoushan city needs financial innovative and entrepreneurial talents urgently, but from the results of questionnaires and teachers' interviews, the talents cultivated by secondary schools are not as good as the ones trained by teachers. However, from the questionnaire results and teachers' interviews, there is a big gap between the talents cultivated by secondary schools and the needs of Zhoushan city, which cannot fully meet the current needs of Zhoushan city. The actual reason for this status quo is that collaborative education is the best way to meet the needs of the city. But the elements of collaborative education are fragmented and disorderly state. and cannot produce synergistic effects through the collaboration between systems so the overall effect is greater than the sum of the parts. The fundamental reason is that there is no scientific and feasible mechanism for talent cultivation mode. The secondary schools lack the guarantee mechanism, synergy mechanism, restraint mechanism, and evaluation and supervision mechanism for the cultivation of innovative and entrepreneurial talents with financial technology and skills.

The fundamental reason is that a scientific and feasible talent cultivation model mechanism has not been established.

4.2 Weak safeguard mechanism

4.2.1 Imperfect legal policy protection

First of all, the government's policies and regulations on promoting school-school and school-enterprise cooperation in cultivating innovative and entrepreneurial talents in secondary schools are not perfect. The government has indeed issued some documents to support the development of innovation and entrepreneurship in vocational colleges and universities and to promote the integration of industry-education and school-enterprise cooperation, but most of them are aimed at the cultivation of innovative and entrepreneurial talents in higher vocational

colleges and universities and rarely involve secondary schools, and the expressions are rather macro and general, which are not conducive to practical operation. Secondly, most of the policies and regulations are issued by the central government, which can not accurately give practical guidance to the development of local secondary schools, and cannot analyze specific problems and cover them comprehensively. Again, most of the policy documents lack legal basis and rigid constraints. At present, China's legal system has not yet formulated legal provisions on enterprises' participation in school running, which directly leads to the difficulty of school-enterprise cooperation and its lack of depth. In a word, there is more central legislation and less local legislation; more general legislation and less supporting legislation and implementation rules.

4.2.2 The financial guarantee is differentiated and insufficient

Secondary schools carry out innovation and entrepreneurship education, carry out entrepreneurship teacher training, establish entrepreneurship incubation bases, and carry out cross-regional collaborative education; in school-enterprise cooperation, enterprises provide students with funds, equipment, and venues, both school-enterprise cooperation and school-enterprise cooperation are inseparable from the government's guidance and financial support. Although the financial guarantee cannot rely on the government completely, at present, the government is still the most powerful guarantee for secondary schools to cultivate innovative and entrepreneurial talents. According to statistics, the average public financial budgeted education expenditure and the average public financial public expenditure per student in Zhoushan City in 2018 are both reduced compared with 2017, which indicates the fact that there is currently low local government funding investment and a low guidance ratio in Zhoushan secondary schools.

In addition, there is a gap between the provincial secondary vocational schools in Zhoushan and the secondary vocational schools in the district cities in terms of government financial allocation. The provincial secondary vocational schools have sufficient funds and various special funds, compared with them, some schools in the district cities have insufficient funds, through which will widen the gap between schools in terms of development and talent training. In places with sufficient funds, there are also problems of unreasonable use of funds and unclear programs for using funds. At the same time, the government also lacks an incentive mechanism that matches the promotion of collaborative training of innovative and entrepreneurial talents in finance and economics. Establishing an incentive mechanism can directly

promote the enthusiasm for cultivating innovative and entrepreneurial talents in each secondary school and drive the whole society to form an innovative and entrepreneurial atmosphere. However, at present, Zhoushan City has not issued relevant incentive measures and lacks corresponding incentive mechanisms in both spiritual and material aspects, which is not conducive to the construction of the mechanism of collaborative cultivation of innovative and entrepreneurial talents.

4.2.3 Lack of collaborative professional operation platform

There is also a gap between the government departments concerned and the ideal for the construction of a network information service platform to assist secondary schools to establish cooperation with relevant enterprises and provide employment information and so on for secondary students. First of all, school-enterprise cooperative education needs a professional education and teaching platform. This teaching platform is characterized by relevance, integration, and technology. Different majors correspond to different types of platforms, and different types of platforms have different construction links and forms of functioning. Given that the platform needs to coordinate multiple subjects and later maintenance and updating, the government needs to make good overall planning in advance and provide relevant technical and financial support. At present, the number of professional platforms for school-enterprise cooperation in Zhoushan is small, and there is a certain gap between different majors, and the operating platforms are mostly concentrated in engineering majors and fewer in finance and commerce majors.

The existing platforms have problems of unclear planning and inefficient use and do not maximize their function of collaborating to cultivate innovative and entrepreneurial talents. Secondly, Zhoushan city also lacks a general platform of network information service to provide employment or entrepreneurship information for all secondary school students. The platforms of each secondary school may have more or less incomplete information collection or lagging information, and the usage rate is low, which is not conducive to students' school and school-enterprise cooperation in innovation and entrepreneurship.

4.3 Weak synergy mechanism

4.3.1 Weak school-school collaboration

According to the survey and interviews, there are three shortcomings in the cooperative education of secondary schools within and across regions: (1) Insufficient motivation. Most of the inter-regional cooperation among secondary schools in

Zhoushan is guided by national policies, aiming at narrowing the gap between east and west and realizing the balanced development of secondary vocational education. As a southeastern coastal city, Zhoushan City has better educational resources than the underdeveloped areas in the west, so the long-term counterpart support to the western region will have the problem of insufficient motivation. Because the support policy is driven by government administrative directives, as well as enhancing the visibility, influence, and funding of our university, the overall asymmetry between the benefits gained and the costs paid is easy to lose the enthusiasm and motivation to carry out long-term collaborative cultivation of financial and bi-cultural talents. (2) Insufficient concept. The closed school philosophy of secondary schools restricts the development of collaborative education. Compared with higher education, the management and teachers of many secondary schools lack open-mindedness and concentrate on their schools, not realizing that school-school cooperation can learn from advanced experience to make up for their shortcomings. (3) The scale of cooperative schooling is small, shallow, and single in content. Few secondary schools in Zhoushan have attempted cross-regional collaborative innovation and entrepreneurship training, and the scope of cooperation is focused on hardware such as teaching resources, but not deep enough for collaborative education in professional construction, curriculum development, faculty exchange, and management innovation.

According to the interview results, there are three problems with international cooperation to cultivate innovative and entrepreneurial talents in secondary schools in Zhoushan: (2) Educators have insufficient understanding and lack of international development vision. The "One Belt, One Road" construction in China is in full swing, and the trend of globalization has penetrated the field of secondary vocational education. Some leaders of secondary vocational education in Zhoushan lack international vision and cannot actively change their traditional school management ideas, and they do not see the improvement of the core competitiveness of teaching in Chinese secondary schools through international cooperation. (3) Zhoushan secondary vocational schools lack advantageous specialties, which is not conducive to innovative development. At the same time, the local conversion rate of teaching resources is low, and some courses or teaching methods introduced do not apply to the actual situation of Zhoushan secondary schools, which reduces the international development process. (4) There are no foreign teachers hired for finance and economics majors in Zhoushan secondary schools, and few secondary teachers are going out of Zhoushan because they do not possess comprehensive and innovative

qualities, which is not conducive to the internationalization development process of Zhoushan secondary schools.

4.3.2 Weak school-enterprise synergy

According to the results of teachers' interviews, the problems of school-enterprise cooperative education in secondary schools are as follows three points. Firstly, there are differences in the goals of secondary schools and enterprises, and it is more difficult to find a common point of interest, which is the fundamental reason that makes it difficult for the two parties to form a synergy to promote the collaborative cultivation of innovative and entrepreneurial talents in finance and economics in specific cooperation. The goal of secondary schools is to improve students' practical operation ability, innovative thinking ability, front-line working ability, and entrepreneurial ability; however, as a profit-making organization, the ultimate goal of enterprises is to pursue benefits and reserve talents for their future development, which are contradictory to a certain extent. Schools are service-oriented public welfare institutions, and the process of cultivating skills is long, which requires enterprises to have long-term planning. Long-term planning. But in reality, many enterprises tend to be short-sighted, after all, school-enterprise cooperation is an indispensable way to financial innovation and entrepreneurship talents. After all, school-enterprise cooperation is an indispensable way for financial innovation and entrepreneurship talents, and the result is always that secondary schools benefit first and enterprises benefit later.

Secondly, at present, the quality evaluation standard of talent cultivation is mainly in the hands of education administration departments at all levels. The enterprises involved in talent cultivation lack the right to speak, and they are seldom able to conduct summative evaluations of students, so their quality management role is limited. Their quality management role is limited. In addition, enterprises have limited power to participate in the management of secondary schools. The training standards of financial and entrepreneurial talents in secondary schools are similar to those of enterprises. The cultivation standard of innovative and entrepreneurial talents in secondary schools is different from the talents needed by enterprises, and enterprises cannot monitor and evaluate innovative and entrepreneurial talents according to their own needs. The enterprises cannot monitor and assess the innovative and entrepreneurial skills according to their own needs, which leads to a low return rate for enterprises and affects their enthusiasm to join collaborative education. This leads to a low rate of return for enterprises and affects their

enthusiasm to join collaborative education. In addition, the contribution of enterprises to the cultivation of innovative talents is often underestimated by society, resulting in a lack of social recognition. This also makes the input of enterprises not proportional to the return.

Finally, compared with other types of schools, secondary schools do not have obvious advantages in scientific research and innovation. It is difficult for them to play an important role in the research and development of new products or new technologies in some enterprises. In addition, in Zhoushan City, there is a problem in that secondary schools are not able to play an important role in the research and development of new products or technologies. In addition, there is a problem that secondary schools in Zhoushan have a deviation in the orientation of cultivating innovative and entrepreneurial talents: they simply define innovation and entrepreneurship as starting a new enterprise, and the students are not allowed to start a new enterprise until they finish their studies. In addition, there is a problem in Zhoushan City that secondary schools have a biased orientation towards the cultivation of innovative and entrepreneurial talents: they simply define innovation and entrepreneurship as starting a new business and encourage students to blindly participate in innovation and entrepreneurial practice without guidance from the school before they finish their studies. The students are encouraged to blindly participate in innovation and entrepreneurship practice without guidance from the school, and the success of students' entrepreneurship is taken as the only criterion for cultivating innovative and entrepreneurial talents. It does not pay attention to the cultivation of students' professional skills, innovative thinking, and entrepreneurial ability, which causes the one-way nature of school-enterprise cooperation in secondary schools. This is not conducive to in-depth cooperation between schools and enterprises and collaborative education.

4.4 Loose constraint mechanism

4.4.1 Lack of restraining mechanism for secondary schools

Based on the interview results, the author found that secondary schools in Zhoushan City lack a binding mechanism for cultivating innovative and entrepreneurial talents with interdisciplinary technical skills at the ideological level, organizational level, and policy follow-up level. First of all, some secondary schools in Zhoushan still do not follow the trend of the times in the cultivation of financial talent, and they are not well aware of the changes in the way of cultivating talents brought by "Internet+", artificial intelligence, and digital economy in the field of

finance and commerce, and they are not prepared for action. Some faculties stick to the traditional way of education and do not cultivate innovative and entrepreneurial talents with technical skills. Secondly, some secondary schools cannot carry out inter-professional collaborative training of financial innovative and entrepreneurial talents under the unclear instructions of school leaders. According to the interviews, most of the secondary schools in Zhoushan do not carry out interprofessional talent cultivation and do not form a high-level combination of top and bottom linkage. Again, interprofessional reflects the sharing of resources and knowledge of different majors, which needs to cross the boundaries of school management and also needs to establish a binding mechanism among various faculties. As the financial majors are large and miscellaneous, the management system between different majors is different, and even though some majors belong to different colleges, the cost of synergy and cooperation is high and difficult. And according to the survey, most of the teachers in secondary schools that carry out innovation and entrepreneurship education are class teachers or career planning teachers, and there is no binding mechanism for innovation and entrepreneurship teachers. There are few full-time teachers and part-time teachers from enterprises, and they lack professional knowledge and relevant literacy such as integration and innovation, which leads to the separation of innovation and entrepreneurship education from professional education.

4.4.2 Lack of disciplinary mechanism for enterprises

At the same time, secondary schools cannot cultivate innovative and entrepreneurial talents without the support of enterprises, and at present, Zhoushan City also lacks At present, Zhoushan City also lacks a binding mechanism for enterprises and school-enterprise cooperation. At present, most of the schools that carry out school-enterprise cooperation do not carry out the in-depth combination of enterprises and schools. Most of the schools that are currently engaged in school-enterprise cooperation do not have a deep integration between enterprises and schools but generally have a "2+1" or "2.5+0.5" model, in which students spend the first two years or the first two and a half years in the school, and the third year or half year in the enterprise, the two stages of the school and the enterprise are each to complete the task, there no There is no integrated planning and in-depth talent training exchange. There is no coordination planning and in-depth talent training exchange. Likely, the content students learn in school will not be used in the enterprise, resulting in a disconnect between the two learning stages. Both schools and enterprises cannot

provide innovation and entrepreneurship education to students according to the unified education model.

4.4.3 Lack of disciplinary mechanism for students

As the basic element of the collaborative cultivation of innovative and entrepreneurial talents, secondary school students play the main role. Secondary school students' awareness of The awareness of secondary school students about the importance of innovation and entrepreneurship and the important role of innovation and entrepreneurship for themselves and society is very important. It is very important. According to the survey, nearly 40% of secondary school students have unnecessary and indifferent attitudes toward innovation and entrepreneurship education. Only 35.59% of the students think that the purpose of cultivating innovative and entrepreneurial talents is to contribute to society. This indicates that At this stage, a large proportion of students in Zhoushan are not willing to accept innovation and entrepreneurship education, which they may only passively participate in it, or even be unwilling to participate. There are two reasons for this: First, school leaders and teachers are not sufficiently aware of innovation and entrepreneurship education in their minds. One is that school leaders and teachers do not know enough about innovation and entrepreneurship education, which directly affects students' thinking. Teachers and parents think that learning professional skills or trade-in secondary school is the only way to get a job. Teachers and parents think that the ultimate goal is to learn professional skills or a craft in secondary schools, and students only need to devote themselves to their studies, and innovation and entrepreneurship are not the goals. Innovation and entrepreneurship are not the goals. Secondly, the mentality of pursuing stability is deeply rooted in society. Having an "iron rice bowl" seems to be the measure of a person's It seems that having an "iron rice bowl" has become the criterion to measure the success of one's work. Innovation and entrepreneurship education is a new form of education, and seeking newness and change is its reasonable core. The mentality of greed for stability and fear of change hinders students' enthusiasm for learning and the pace of innovation and entrepreneurship education. This mentality of students has brought a lot of challenges to the collaborative training of innovative and entrepreneurial talents in schools and enterprises.

4.5 Lack of evaluation and monitoring mechanism

At present, the evaluation and supervision mechanism of collaborative training of innovative and entrepreneurial talents in secondary schools in Zhoushan is not perfect, which influences the enthusiasm of schools, enterprises, and students in collaborative innovation and entrepreneurship education to a certain extent.

First, the evaluation standard of students in secondary schools is unreasonable. At present, the assessment or examination of students in schools is still based on summative evaluation, and the final examination results of students are used as the judgment standard. Innovation and entrepreneurship education, as the main form of collaborative training of innovative and entrepreneurial talents, is an emerging education. For secondary school students, it is more important to cultivate their innovative and entrepreneurial consciousness and spirit and improve their innovative and entrepreneurial ability, rather than to take whether they finally develop new projects or start new enterprises as the evaluation and assessment standard. In addition, enterprises, as another main body of talent cultivation, mainly take students' workload as the evaluation standard. There are some differences between the cultivation standard of financial innovation and entrepreneurial talents in secondary schools and the talents needed by enterprises, and the two are opposed to each other. Enterprises cannot monitor and assess the innovation and entrepreneurial talents according to their own needs, and cannot play the purpose of supervision and evaluation for promoting the collaborative cultivation of innovation and entrepreneurial talents.

Secondly, there is a lack of evaluation and supervision for secondary schools and enterprises themselves. Nowadays, most of the evaluation and supervision mechanisms are used for students, and most of the supervision for schools and enterprises is shown as self-evaluation and self-monitoring, which is not conducive for schools and enterprises to find out the problems in talent cultivation and improve them in time. There is a lack of evaluation and supervision of teachers and students, a lack of mutual evaluation and supervision of schools and enterprises, and also a lack of supervision of the effectiveness of school-enterprise collaborative cultivation by social third-party organizations.

Thirdly, the scope of quality monitoring on the collaborative cultivation of innovative and entrepreneurial talents is unreasonable. At present, most of the secondary schools in Zhoushan City monitor the quality of innovative and entrepreneurial talents cultivation at a superficial level, such as listening to at least 20-40 classes per semester, conducting mid-term and final teaching inspections, teachers' evaluations, and students' mutual evaluation, etc. The effectiveness of

teaching quality evaluation and supervision is not obvious. For the spiritual aspect of students, such as the cultivation of innovation and entrepreneurial consciousness and spirit, the development of students' comprehensive quality, and the adaptation of students to the cooperative cultivation mechanism of innovative and entrepreneurial talents, there is no targeted evaluation and supervision mechanism, and the supervision and evaluation mechanism for the most important practical teaching in innovation and entrepreneurship education is also very weak.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

The development of innovation and entrepreneurship education in secondary vocational colleges and universities has received much attention with the call for "mass innovation and mass entrepreneurship". has received wide attention. Domestic scholars have made some progress at this stage through research on the cultivation mode of innovative and entrepreneurial talents in secondary schools in China and the reference to the development experience of innovation education in foreign developed countries. The present paper has made some progress at this stage through the research on the cultivation model of innovative and entrepreneurial talents in secondary schools in China and the reference to the development experience of innovation education in developed countries. In this paper, on top of the scholars' research results, we mainly adopt literature research. In this paper, on top of the research results of scholars, we mainly adopt the literature research method and questionnaire survey method to investigate the current situation of financial innovation and entrepreneurial talents cultivation in secondary schools in Zhoushan City and the current situation of the collaborative cultivation of financial innovation and entrepreneurial talents. In this paper, we analyze the current situation and problems of collaborative cultivation of innovative and entrepreneurial talents in Zhoushan secondary schools and explore the ways and paths of collaborative cultivation of innovative and entrepreneurial talents in Zhoushan secondary schools. We explore the ways and paths of collaborative cultivation of innovative and entrepreneurial skills in secondary schools in Zhoushan and finally build a collaborative cultivation mechanism for innovative and entrepreneurial talents in secondary schools in Zhoushan. The following conclusions obtained The following conclusions are obtained.

Firstly, while secondary schools are facing unprecedented development opportunities, there are also problems in the collaborative training of financial innovation and creative talents in Zhoushan secondary schools. Firstly, the guarantee mechanism is weak, mainly including incomplete legal policy guarantees, insufficient financial guarantees, and a lack of a professional operation platform. Secondly, the synergistic mechanism is not effective. This includes school-school First, the guarantee mechanism is weak. Thirdly, the constraint mechanism is loose. It mainly includes the lack of a binding mechanism for schools and enterprises and the lack of a binding mechanism for students. Fourth, is the lack of evaluation and supervision mechanisms.

Secondly, through problem analysis, the ways and paths of collaborative innovation level of middle-level finance and economics in Zhoushan are constructed. Firstly, the construction of the way of collaborative innovation level: mainly includes the combination of the first classroom and the second classroom; the establishment of interdisciplinary Cross-cultivation of interdisciplinary and interprofessional; establishment of cultivation under the responsibility of the principal and multi-departmental linkage within the school; secondly, the construction of the way of collaborative innovation level: the government and enterprises are responsible for the cultivation of the students. The second is the construction of a collaborative innovation level: the government and enterprises are deeply involved in the whole process of secondary vocational education, including deep participation in the demonstration of professional settings, the development of talent training programs, and teaching and learning. The government and enterprises are deeply involved in the whole process of secondary education, including deep participation in the proof of specialty setting, the formulation of the talent training program, the implementation of the teaching process, and the evaluation of talent training quality. The government and enterprises share educational resources, collaborate on teacher training and build a platform for international exchange and cooperation.

Thirdly, we will finally build a collaborative cultivation mechanism for financial innovation and entrepreneurship talents in secondary schools in Zhoushan, which contains four mechanisms in total. First, improve the guarantee mechanism. Legal policy and government plan guarantee; coordinate service, fund, and Human resources guarantee; build a professional operation platform for innovation and entrepreneurship. Secondly, establish a collaborative mechanism. Firstly, secondary schools should be actively involved in the operation of the collaborative mechanism. Secondly, enterprises should take responsibility for establishing a cooperative education mechanism. Thirdly, strengthen the restraining mechanism. Firstly, the constraints of both schools and enterprises should be strengthened, and secondly, the constraints of students should be strengthened. Fourth, implement the evaluation and supervision mechanism. Firstly, set reasonable evaluation standards, secondly, strengthen the supervision of both school and enterprise. Finally, arrange the scope of quality monitoring reasonably. It is expected that the suggestions and ideas put forward in this study will be useful for the collaborative training of financial and entrepreneurial talents in secondary schools in Zhoushan. The suggestions and ideas put forward in this study are expected to be helpful to the collaborative cultivation of innovative and entrepreneurial talents in Zhoushan secondary schools.

5.2 Recommendation

To enhance the innovation and entrepreneurship ability of middle-level finance students in Zhoushan, we need to build a collaborative training system with internal and external collaboration. The unified talent collaborative cultivation system. The internal synergy of cultivating innovative and entrepreneurial talents in secondary schools refers to the collaboration of departments and elements related to the cultivation of innovative and entrepreneurial talents within the school. The ultimate goal is to achieve the effective integration and optimal allocation of resources. The ultimate goal is to achieve effective integration and optimal allocation of resources. External synergy refers to the interaction among the three spirals: school, enterprise, and government. Each of these three spirals will cooperate based on their roles so that each spiral can play a greater capacity, thus forming a continuous flow of innovation and achieving the goal of This creates a continuous flow of innovation and achieves the effect of "1+1+1>3".

5.2.1 Ways to enhance the level of collaborative innovation

First, strengthen the first classroom and the second classroom synergistic training.

The most distinctive point of vocational colleges and universities is that they are more practical, and the essence of innovative and entrepreneurial talents is to cultivate practical talents with innovative thinking and entrepreneurial ability, therefore, secondary schools have more advantages and challenges in the process of collaborative cultivation of innovative and entrepreneurial talents. The cultivation of financial innovative and entrepreneurial talents in secondary schools should combine theoretical learning and practical training, that is, to build a collaborative cultivation mode combining the first classroom and the second classroom.

(1) Establish a multi-coupled innovation and entrepreneurship curriculum system.

(2) Collaborative innovation and entrepreneurship practice activities.

Second, Cross-cultivation across disciplines and majors.

Third, the Principal's responsibility and multi-departmental joint cultivation in the school.

5.2.2 The path to enhancing the level of collaborative innovation of middle-level finance and economics.

First, the Deep participation of government and enterprises in the whole process of secondary education

The collaborative cultivation of financial innovation and entrepreneurship talents in secondary schools is a dynamic, open, and multi-subject cultivation process, only the education and teaching of students in secondary schools alone is far from enough, schools also need to work closely with the government and enterprises, and only the collaborative cultivation of talents among the three is the inexhaustible power to inspire students to carry out innovation and entrepreneurship. The government, institutions, and enterprises do not emphasize who is the main body or who dominates who, but the synergy of the three. For this reason, secondary schools in Zhoushan should break the boundaries with the government and enterprises, proactively integrate into the triple helix, and make the government and enterprises deeply involved in the whole process of cultivating innovative and entrepreneurial talents, to realize the full cooperation of different subjects and the effective integration of educational resources.

(1) Participate in the demonstration of a professional setting.

(2) Participate in the development of a talent training program.

(3) Participation in the teaching implementation process.

(4) Participate in the evaluation of talent cultivation quality.

Second, Shared educational resources.

Third, Collaborative training of faculty.

Fourth, Build international cooperation and exchange platform.

5.3 Further Study

Due to the author's limited experience in social practice, the research on the collaborative cultivation of innovative and entrepreneurial talents in finance and economics in secondary schools is still relatively theoretical, coupled with the limited time and energy, I did not conduct field surveys in all secondary schools in Zhoushan, so I have limited understanding of the first-hand information and data on the collaborative cultivation of innovative and entrepreneurial talents in finance and economics in all secondary schools in Zhoushan, and there are limitations in the overall research. We expect that on this basis, we will continue to pay close attention to the hot issues of collaborative cultivation of innovative and entrepreneurial talents in finance and economics in Zhoushan city and even in the whole country, and pay

attention to the literature, news reports, government professional reports and field visits of scholars at home and abroad to obtain more fresh and complete data, and we will also continue to study in depth at a later stage.

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Appendix

Questionnaire on Collaborative Training of Innovative and Entrepreneurial Talents in Zhoushan Secondary Schools

Dear students: Hello! I have organized this questionnaire to have a comprehensive understanding of the current situation of innovation and entrepreneurship education in secondary vocational institutions in Zhoushan. I hope to have your support and assistance. The survey will be strictly confidential, with no need to fill in your name, and all questions will be used for statistical analysis only, thank you for your support and cooperation.

1. What is your gender? [Single-choice]*

A. Male B. Female

2. What is your grade? [Single-choice]*

A. the First year of middle school B. Second year of middle school

C. Third year of middle school

3. What is your major?

A. Finance and trade B. Information technology C. Transportation D. Culture and art

4. Are you interested in starting your own business? [Multiple choice]*

A. Interested B. Not interested C. Doesn't care

5. Have you ever considered starting your own business? [Single-choice]*

A. Never thought of it B. Have the idea C. Have the idea and are in practice

6. Do you have confidence in starting your own business? [Single-choice]*

A.Yes B.No

7. When will you choose to start your own business? [Single-choice]*

A. During school B. Right after graduation C. After working for a few years, first, accumulate experience

8. What do you think is the purpose of innovation and entrepreneurship? [Multiple choice]*

A. To solve employment B. To accumulate wealth C. To develop and exercise oneself D. To contribute to society E. Other

9. What do you think is the most lacking in your business now? [Multiple choice]*

A. Capital B. Professional knowledge C. Social practice experience D. Network E. Social experience F. Self-confidence G. Good ideas H. Other

10. Do you think it is necessary to carry out innovation and entrepreneurship education? [Single-choice]*

A. necessary B. Not necessary C. Doesn't matter, don't care

11. Have you ever taken courses or received training on innovation and entrepreneurship? [Single-choice]*

A.Yes B.No

12. What is the curriculum of innovation and entrepreneurship in your major? [Single-choice]*

A. Compulsory B. Elective C. Don't know

13. How satisfied are you with the curriculum of innovation and entrepreneurship in your school? [Single-choice]*

A. Very satisfied B. More satisfied C. Average D. Not too satisfied E. Very dissatisfied

14. Is the innovation and entrepreneurship course in your school closely related to professional education? [Single-choice]*

A. Very closely B. More closely C. Generally D. Somewhat detached E. Completely detached

15. Do you understand the policies related to innovation and entrepreneurship? [Single-choice]*

A. Very familiar with B. Partially understand C. Know but don't understand D. Don't care, don't care

16. What is the teacher of innovation and entrepreneurship education in your school?

A. Specialized teachers of innovation and entrepreneurship B. Part-time teachers from enterprises C. Tutors or teachers from other disciplines D. Teachers of career planning E. Don't know

17. How do you evaluate the current faculty team of innovation and entrepreneurship education in your institution? [Single-choice]*

A. Excellent B. Good C. Average D. Not strong needs to be improved

18. How do you evaluate the innovation and entrepreneurship culture atmosphere in your school? [Single-choice]*

A. Strong B. Good C. Average D. Missing

19. What are the forms of innovation and entrepreneurship education in your school? [Multiple choice]*

A. Innovation and entrepreneurship courses B. Innovation and entrepreneurship lectures, reports, exchanges, etc. C. Various innovation and entrepreneurship competitions D. Innovation and entrepreneurship practice projects E. Other

20. What qualities do you think innovative and entrepreneurial talents need to have more? [Multiple choice]*

A. Unique thinking ability B. Strong practical ability C. Team spirit D. Cooperation spirit E. Exploration spirit F. Communication ability G. Diligence H. Social responsibility I. Innovation ability J. Other

21. Do you think that enterprises should participate in the training of innovative and entrepreneurial talents in schools? [Single-choice]*

A. Should B. Should not C. Not sure

22. Does your school have a school-enterprise innovation and entrepreneurship incubation park?

A. Yes B. No C. Don't know

23. If you start a business, what kind of help and support do you want your school to provide? [Multiple choice] *

A. Business start-up site B. Loan guarantee C. Innovation and entrepreneurship courses and training D. Good opportunities E. Invite successful people for communication F. Other hardware facilities G. Expert guidance and evaluation H. Other

24. What do you think the government should do to support innovation and entrepreneurship? [Multiple choice]*

A. Business fund support B. Preferential policy support C. Encourage publicity D. Social specialized service institutions to provide services E. Should not support blind entrepreneurship F. Other

25. If you start a business, which field will you choose? [Multiple choice]*

A. Related to your profession B. Interested in C. Hot fields today D. Challenging and innovative fields E. Fields with little start-up capital and low risk

Interview Outline of Collaborative Cultivation of Innovative and Entrepreneurial Talents in Zhoushan Secondary Schools

Interviewees: teachers and managers of some secondary schools in Zhoushan

Interview time: November 2018

Interview method: face-to-face, telephone, or WeChat interviews

Interview outline.

1. Please tell us whether your school has conducted collaborative training of inter-professional talents in finance and economics. If yes, how do you manage students and share teaching resources?

Please tell us whether there are any regulations on the collaborative training of interdisciplinary talents in finance and economics at the government or university level.

3. Please tell us what conditions are available at your school for the collaborative training of financial and entrepreneurial talents. (You may talk about the teaching resources, teaching staff, school-enterprise cooperation, practical conditions, etc.)

What kind of financial talents do you think are needed in Zhoushan at present?

Please tell us whether your school has cooperated with other schools to cultivate financial talents. What kind of problems have you encountered in this process?

6. What kind of problems have you encountered in the process of cooperation between schools and enterprises to cultivate financial talents?

7. Please tell us whether your university is engaged in international cooperation for the joint cultivation of talents. What kind of international cooperation is it?

8. Do you think your university has formed a system for collaborative training of financial talents? What are the problems in this system?

What role do you think the government should play in the process of collaborative cultivation of financial talents?

What are your suggestions for the collaborative cultivation of financial innovation and entrepreneurial talents?

Thank you again for your enthusiastic participation! Thank you!