

## *Retraction*

# **Retracted: Optimizing the Cultivation Path of College Students' Innovation and Entrepreneurship Ability from the Perspective of the Internet**

### **Wireless Communications and Mobile Computing**

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*Wireless Communications and Mobile Computing* has retracted the article titled “Optimizing the Cultivation Path of College Students' Innovation and Entrepreneurship Ability from the Perspective of the Internet” [1] due to concerns that the peer review process has been compromised.

Following an investigation conducted by the Hindawi Research Integrity team [2], significant concerns were identified with the peer reviewers assigned to this article; the investigation has concluded that the peer review process was compromised. We therefore can no longer trust the peer review process and the article is being retracted with the agreement of the Chief Editor.

### **References**

- [1] Y. Wang, “Optimizing the Cultivation Path of College Students' Innovation and Entrepreneurship Ability from the Perspective of the Internet,” *Wireless Communications and Mobile Computing*, vol. 2022, Article ID 7973504, 12 pages, 2022.
- [2] L. Ferguson, “Advancing Research Integrity Collaboratively and with Vigour,” 2022, <https://www.hindawi.com/post/advancing-research-integrity-collaboratively-and-vigour/>.

## Research Article

# Optimizing the Cultivation Path of College Students' Innovation and Entrepreneurship Ability from the Perspective of the Internet

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At present, the path of college students' innovation and entrepreneurship training is still not perfect, especially the understanding and mathematics of college students' innovation and entrepreneurship concepts. Therefore, it is urgent to guide college students to adhere to the ideal of innovation and entrepreneurship, cultivate the spirit of innovation and entrepreneurship, cultivate the morality of innovation and entrepreneurship, and improve the comprehensive ability of innovation and entrepreneurship of college students. The in-depth development of the Internet has made communication around the world convenient and fast, all kinds of information can be obtained on the network, and various industries have achieved rapid development, and the education industry naturally needs to keep up with the pace of the times to adapt to the new normal of development. The deep integration of college students' innovation and entrepreneurship teaching experience with "Internet +" technology has continuously improved the training and teaching quality of college students' innovation and entrepreneurship and allowed contemporary college students to develop excellent entrepreneurial spirit and innovative talents. Therefore, the training path of college students' innovation and entrepreneurship ability in this paper will be optimized according to Internet technology. It has been proved by practice that the innovative and entrepreneurial talent training path optimized by this paper can improve students' educational ability well and play a guiding role for students' innovation and entrepreneurship, thereby realizing the development of ideological and political education in colleges and universities.

## 1. Introduction

At present, the trend of innovation is constantly developing, the state advocates innovation, the public pursues innovation, and the current employment pressure is increasing sharply. As a group about to enter the society, college students need to have the awareness of continuous innovation and the motivation to start a business, and innovation and entrepreneurship education in colleges and universities has also ushered in vigorous development. At the same time, the development of university education is becoming more and more common, and the number of college graduates continues to increase every year, resulting in a great increase in employment pressure and more intense social competition. Therefore, in order to solve the employment demand, the state must provide more jobs, but the result is often in short supply, and many jobs have already been saturated. Therefore, in order to meet the future development needs

of the country, it is particularly important to cultivate the innovation and entrepreneurship ability of college students [1]. However, there are still big problems in the cultivation of college students' innovation and entrepreneurship in colleges and universities. Therefore, the training of talents in colleges and universities must be based on social reality and student practice, and the corresponding teaching methods must be adopted to provide favorable conditions for the development of college students' innovation and entrepreneurship ability to the greatest extent [2]. In addition, the government must also optimize the ways of cultivating students' innovation and entrepreneurship ability in colleges and universities, especially focusing on the correct establishment of college students' innovative and entrepreneurial ideas and Internet thinking concepts.

Training college students' innovative and entrepreneurial talents from colleges and universities can reduce the current social employment pressure and at the same time help

colleges and universities cultivate students' entrepreneurial awareness and adapt to the development of the times, reforming the education curriculum of innovation and entrepreneurship, optimizing the training system of higher education, and promoting the employment of college students through innovation and entrepreneurship, so as to solve the problem of social employment and promote the economic development of the society. It can improve the innovation and entrepreneurship ability of college students, promote the establishment of college students' awareness of innovation and entrepreneurship, and enable college students to have one more choice in the future society and a broader world of development; optimizing the training path of innovation and entrepreneurship in schools promotes the reform of the teaching mode of ideological and political education in schools and improves the quality and level of teaching in schools. It enables students to have a broader learning horizon, obtain richer learning resources, and deeply understand the role of innovation and entrepreneurship in the development of the times, so as to promote students to have a deeper understanding of innovation and entrepreneurship.

For cultivating and improving the innovation and entrepreneurship ability of college students, many scholars have conducted research on innovation and entrepreneurship education. Among them, Zuo and Gong start from the problems existing in the process of college students' innovation and entrepreneurship education and propose that how to cultivate the innovative spirit of college students is the key to cultivating innovative talents. Regarding how to play the role of innovative talents in colleges and universities, he put forward some countermeasures to improve the quality of college students' innovative and entrepreneurial talents [3]. But Zuo and Gong's research lacks theoretical basis. Through the analysis of the current situation of college students' innovation and entrepreneurship education, Wang finds out the positive factors affecting college students' innovation and entrepreneurship education and consolidates and improves them. In response to the negative factors, he proposed reform ideas and countermeasures, and he established a set of continuous improvement of the innovation and entrepreneurship curriculum system [4]. Although Wang's research can have some positive effects on the educational reform of innovation and entrepreneurship, there is no case to prove it. From the perspective of innovation and entrepreneurship education, Zhang discussed the development status of the professional capacity building of college counselors at home and abroad and discussed the problems and reasons of the professional capacity building of college counselors. He proposed a path counselor to optimize the professional ability construction of college counselors [5]. Zhang's research can improve the quality of innovation and entrepreneurship teachers in colleges and universities to a certain extent but has not proposed specific measures. Zhou found that the cultivation of innovation and entrepreneurship ability of adult college students in the Internet age is characterized by lack of talents, low entrepreneurial rate and success rate, and imperfect school-enterprise cooperation system and mechanism. In response to these problems, he put forward

countermeasures from four aspects, providing a useful reference for the cultivation of innovation and entrepreneurship ability of adult college students in the Internet age [6]. Zhou's research lacks experimental proof and is not very convincing. Although these studies have certain enlightenment for the cultivation of college students' innovation and entrepreneurship ability, they all have some shortcomings. Aiming at the shortcomings of these studies, this paper constructs the cultivation path of college students' innovation and entrepreneurship ability.

This paper mainly has the following innovation points: (1) combine innovation and entrepreneurship education with the Internet and rebuild the curriculum system of innovation and entrepreneurship, so that students can fully and deeply learn the knowledge of innovation and entrepreneurship, establish a solid theoretical knowledge base, and establish innovative consciousness. (2) Deeply integrate the concept of innovation and entrepreneurship with the Internet; teachers correctly guide students to use the Internet reasonably for learning and guide students' entrepreneurial interest. (3) The new training path for innovation and entrepreneurship constructed in this paper adds special courses on the concept of innovation and entrepreneurship, awakens students' awareness of innovation and entrepreneurship, and enables students to deeply understand the concept of innovation and entrepreneurship. (4) Compared with the traditional training path, the training path optimized with the help of the Internet can pay attention to the needs of students for innovation and entrepreneurship education, and the university can improve the teaching mode and teaching method based on this.

## 2. The Method of Optimizing the Cultivation Path of College Students' Innovation and Entrepreneurship Ability

*2.1. Internet and Teaching.* With the rapid development of the era of teaching informatization, the Internet technology is quietly changing people's learning methods, and Internet teaching also emerges at the historic moment, and the role of the Internet in teaching is becoming more and more obvious [7]. The Internet and teaching are shown in Figure 1.

The Internet is an important part of the development of the new era. For teaching, the Internet has greatly facilitated the sharing and use of teaching resources, and it has also facilitated the exchange of information among college students. It can be said that the Internet has been promoting the development of teaching in the new era and has promoted the effect and quality of teaching to a certain extent [8, 9]. Therefore, in the new era, the Internet plays a vital role in the reform of teaching. How to input a large amount of textbook knowledge into the Internet teaching system requires the use of cloud computing and a series of related algorithms. The combination of the Internet and cloud storage will have a huge space to accommodate a large number of modern teaching resources. The huge amount of teaching resources is difficult to organize manually, so neural networks are needed to help classify them. The first is to

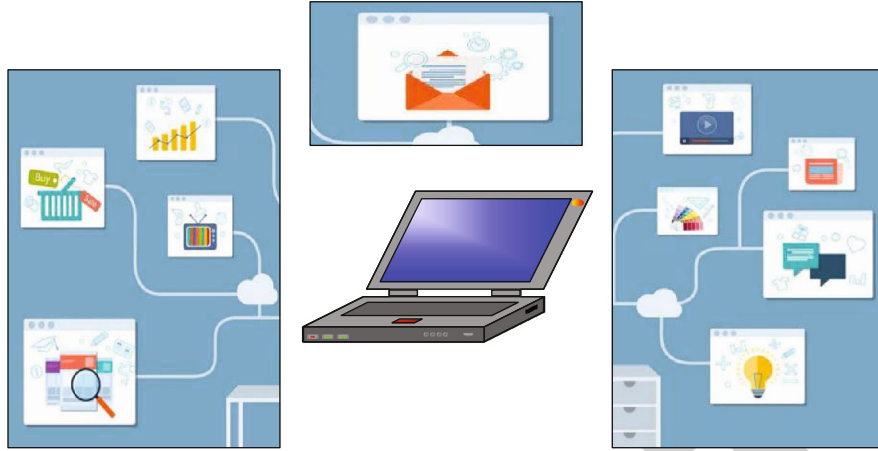


FIGURE 1: The Internet and teaching.

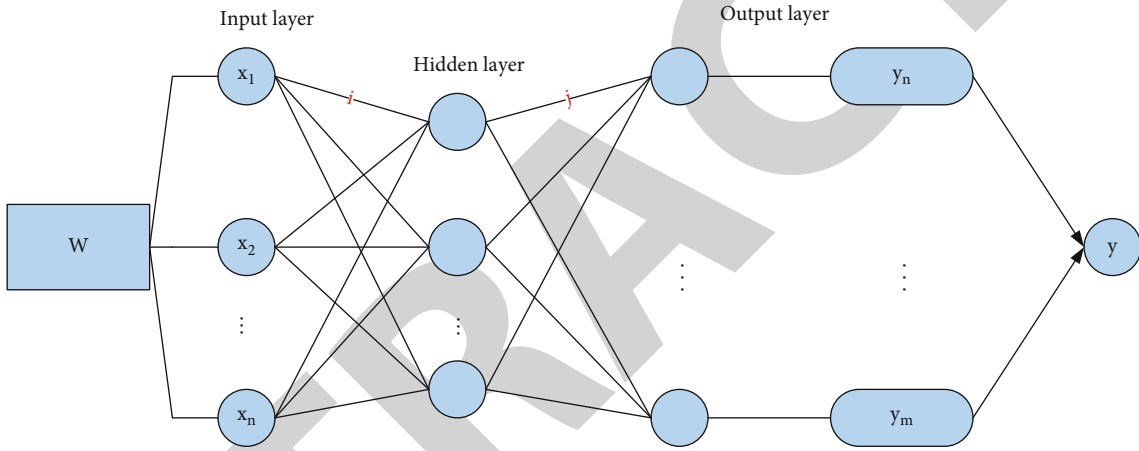


FIGURE 2: Internet network model.

establish a neural network model in the Internet to facilitate the integration of teaching resources [10, 11]. The network model of the Internet is shown in Figure 2.

When data is input to the Internet, the network needs to be initialized first, and the input and output of the Internet are formed into a corresponding sequence, which is represented as  $(a, b)$ . According to this sequence, determine the number of nodes  $m$  of Internet resource data input, the number of nodes  $\nu$  of the hidden layer, and the number of nodes of the output layer  $k$ . Then, we need to calculate the total amount of data  $W$  input to the Internet. The calculation principle is as follows:

$$W = \frac{|U_{i \in U} R(u)|}{|h|}. \quad (1)$$

Among them,  $R$  is the key technology for the conversion of textbook teaching support into data,  $h$  is the time when teaching data resources are uploaded, and  $U$  is the resource data set, whose form is as follows:

$$U = \{x_1, x_2, x_3, \dots, x_n\}. \quad (2)$$

Because there are many subjects in the whole teaching system, in the listing,  $x$  represents the subject. To enter all subject resources into the Internet of Things, it is necessary to classify them into categories. The amount of data  $Q$  converted by each subject is

$$\begin{aligned} Q_{x_1} &= \sum_{i_1} \frac{W}{n * m_1} * \varphi * R, \\ Q_{x_2} &= \sum_{i_2} \frac{W}{n * m_2} * \varphi * R - Q_{x_1}, \\ Q_{x_n} &= \sum_{i_n} \frac{W}{n * m_n} * \varphi * R - Q_{x_{(n-1)}}, \end{aligned} \quad (3)$$

where  $\varphi$  is a parallel matrix with the following form:

$$\varphi = \begin{bmatrix} x_1 & \dots & x_n \\ i_1 & x_2 & i_n \\ x_3 & \dots & x_n \end{bmatrix}. \quad (4)$$

In the above formula,  $i$  is the weight of the transmission

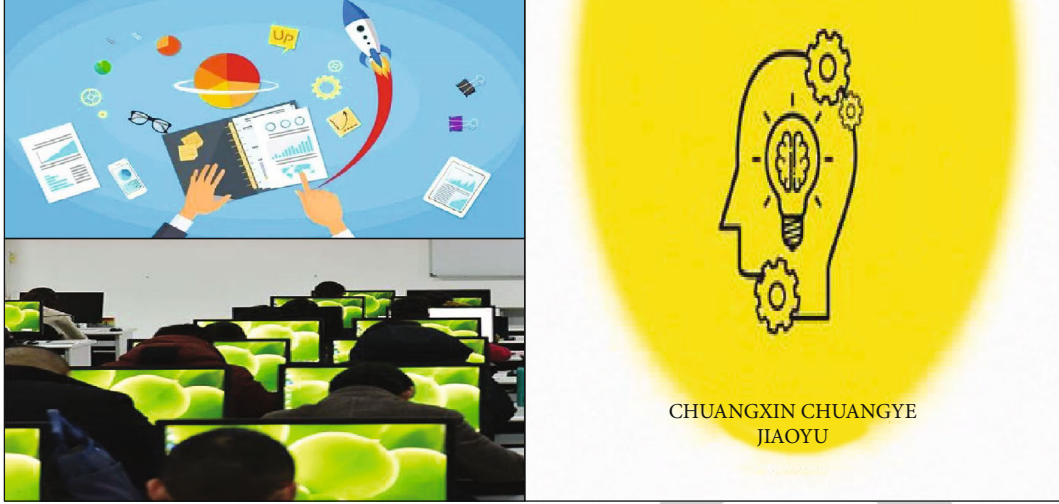


FIGURE 3: Innovation and entrepreneurship education.

between the input layer and the hidden layer. This weight is to maintain the balance of the input data and ensure that the data will not be missed or wrong in the process of transmission. In the hidden layer, the input data resources will be activated, so an excitation function needs to be set in the hidden layer. The form of the excitation function selected in this paper is as follows:

$$f(x) = \frac{1}{1 + a^{-x}}. \quad (5)$$

The total amount of data entering the hidden layer is  $Q$ ; then the formula for calculating the output  $H$  in the hidden layer is as follows:

$$H = f\left(\sum_{n=i}^i a_m x_m - a_m\right). \quad (6)$$

In the hidden layer, the calculation principle of the data amount  $T$  of each data stream is as follows:

$$\begin{aligned} T_1 &= f\left(\sum_{v_1}^i x_1 * \phi\right) * Q_{x_1} + 1, \\ T_2 &= \left[ f\left(\sum_{v_2}^i x_2 * \phi\right) * Q_{x_2} + 1 \right] - T_1, \\ T_n &= \left[ f\left(\sum_{v_n}^i x_n * \phi\right) * Q_{x_n} + 1 \right] - (T_1 + T_2 + \dots + T_{(n-1)}). \end{aligned} \quad (7)$$

In the above formula,  $\phi$  is a number multiplication matrix, and its form is as follows:

$$\phi = v * \begin{bmatrix} x_1 & i & x_2 \\ x_{2n} & j & x_n \end{bmatrix}, \quad (8)$$

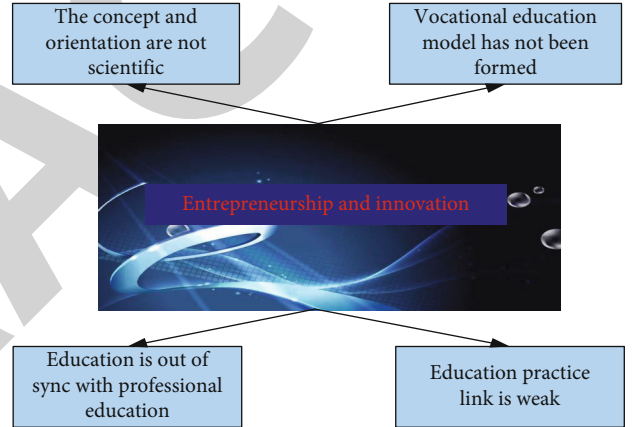


FIGURE 4: Problems existing in innovation and entrepreneurship education.

where  $j$  is the weight value of the hidden layer and the output layer. After the resource data in the hidden layer is activated, the total amount of resource data  $T$  in the hidden layer will have a threshold  $d$  when it is output, and the total amount of data transferred from the hidden layer to the output layer is calculated as follows:

$$G = \left(\frac{T_1 + T_2 + \dots + T_n}{n}\right) * k * d. \quad (9)$$

The calculation of the amount of data  $y$  distributed by each data stream in the output layer is as follows:

$$\begin{aligned} y_1 &= \frac{T}{m} * k_1 * d_1, \\ y_2 &= \frac{T}{m} * k_2 * d_2 - y_1, \\ y_m &= \frac{T}{m} * k_m * d_m - (y_1 + y_2 + \dots + y_{(m-1)}). \end{aligned} \quad (10)$$

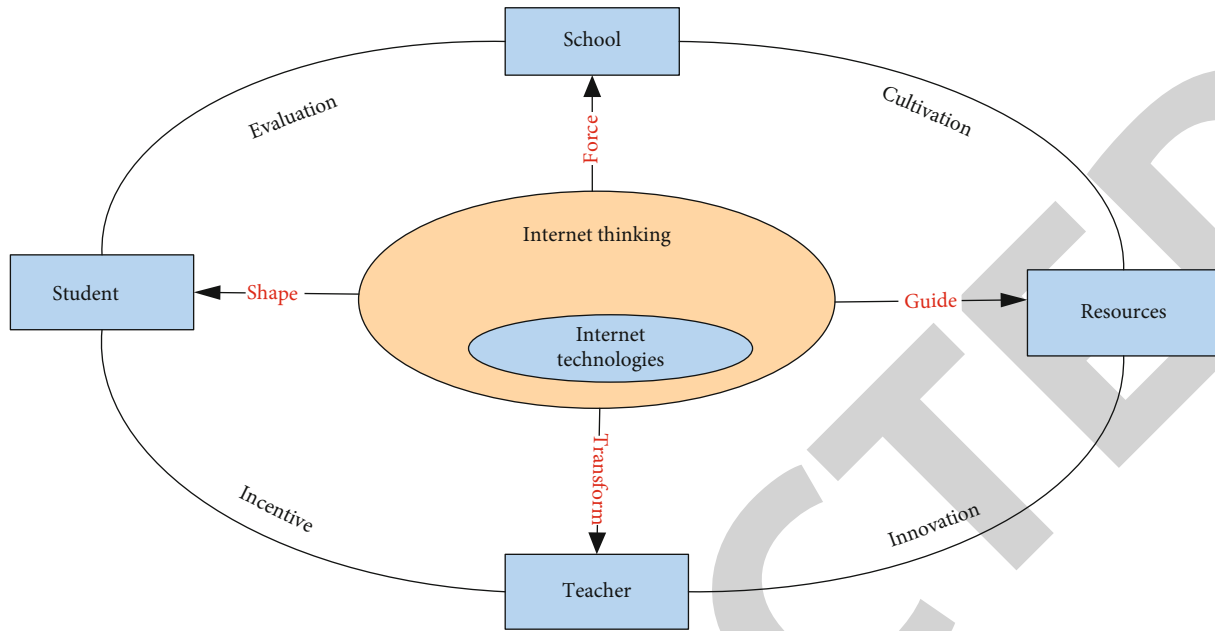


FIGURE 5: Schematic diagram of Internet smart education ecology.

After classifying all subject resources in the network, it is necessary to summarize the total amount of data. The calculation of the total category  $y$  of subject resources output in the network model is as follows:

$$y = (y_1 + y_2 + \dots + y_m) * d * f. \quad (11)$$

Then, these resources were put on the Internet; students can search for course resources on the Internet and use the Internet to improve learning efficiency. At the same time, teachers can also use the resources on the Internet to teach, and the advantages of online teaching and classroom teaching are complementary, so that the teaching mode, teaching strategy, and role of teachers are changed, which can greatly improve the quality and effect of teaching [12–15].

**2.2. Innovation and Entrepreneurship Education.** Innovation and entrepreneurship education is aimed at cultivating talents with basic entrepreneurial qualities and pioneering personality, aiming at cultivating students' innovative spirit and entrepreneurial awareness, and ultimately alleviating today's severe employment environment, driving employment through entrepreneurship, and solving the problem of job shortages [16]. Innovation and entrepreneurship are also aimed at cultivating innovative thinking and exercising innovation ability for those who have already started and successfully started a business, so that these groups have always been motivated to start a business and have a sense of innovation; let these groups continue to make progress, lead the development of the economy, and drive the development of emerging groups [17]. Innovation and entrepreneurship education is shown in Figure 3.

At present, although most colleges and universities have created innovation and entrepreneurship education, the education system of innovation and entrepreneurship is still

not perfect, and there are still many outstanding problems; for example, there are no professional teachers, the course design is unreasonable, and the classroom cannot attract the attention of students. Innovation and entrepreneurship education in colleges and universities includes three core elements, one of which is the internalization of knowledge. In the education of innovation and entrepreneurship, it is not only limited to the internalization of knowledge but also needs to be absorbed and applied. Because the internalization of knowledge is only a foundation, the application of knowledge to innovation and entrepreneurship is the real mastery and absorption [18]. However, in colleges and universities, students can often master knowledge but cannot effectively output knowledge, and a strong atmosphere of innovation and entrepreneurship has not been formed in colleges and universities, resulting in a gap between students' learning and practice.

In addition, innovation and entrepreneurship education is still faced with a lot of difficulties. Influenced by test-oriented education, college students mostly focus on their own professional knowledge and have not formed a correct concept of innovation and entrepreneurship [19]. After graduation, college students are more inclined to find a simple job with objective remuneration, and this deviation makes college students' own revolutionary weak entrepreneurial awareness. In addition, many ordinary college students have not yet formed the correct concept of self-employment development, which is mainly manifested in the lack of basic knowledge of self-employment and lack of understanding and ability to grasp various opportunities for self-employment [20]. The problems existing in innovation and entrepreneurship education are shown in Figure 4.

The innovation and entrepreneurship problems shown in Figure 4 include the unscientific concept and positioning of innovation and entrepreneurship in schools and the

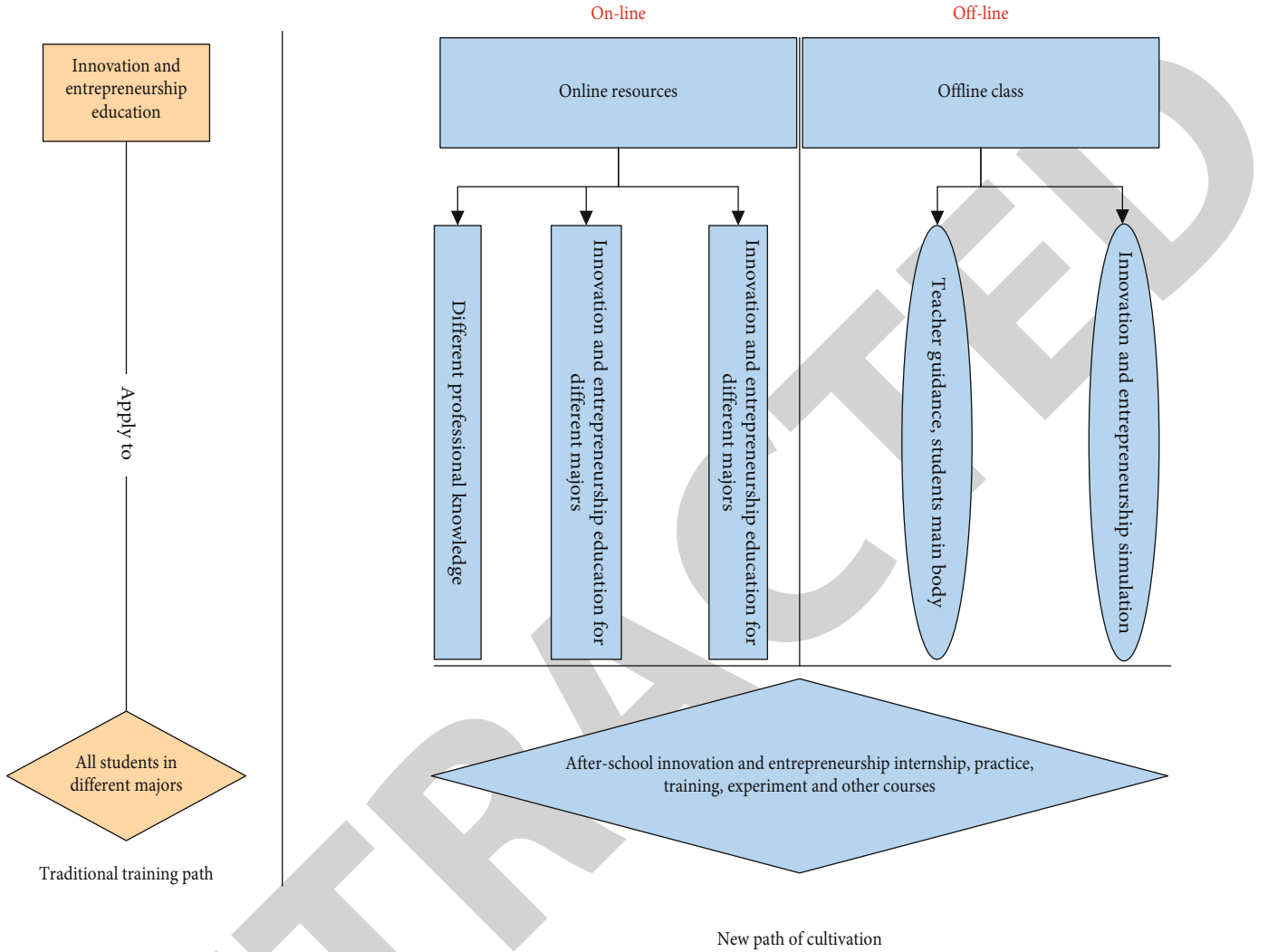


FIGURE 6: Optimization of innovation and entrepreneurship training paths.

unformed vocational education model. Students do not have a comprehensive understanding of the concept of innovation and entrepreneurship and believe that only those who need to start a business need to receive education in innovation and entrepreneurship, but a mature innovation and entrepreneurship education model has not yet been established. Most of the colleges and universities mainly carry out innovation and entrepreneurship teaching according to their own situation and requirements according to their own understanding of the teaching concept of innovation and entrepreneurship. Therefore, China's innovation and entrepreneurship teaching methods are also varied, the teaching is not systematic and has a lot of randomness, and the quality and level of education are uneven. Such an innovation and entrepreneurship education model is difficult to cultivate high-quality innovative and entrepreneurial talents [21]. Innovation and entrepreneurship education is not integrated with students' majors, but a general education system. Students of all majors are in the same system, which makes innovation and entrepreneurship education and professional knowledge disconnected, ignoring the inherent

TABLE 1: Basic information of the research sample.

| Item       |                    | Quantity | Percentage (%) |
|------------|--------------------|----------|----------------|
| Gender     | Male               | 1342     | 41.33          |
|            | Female             | 1658     | 58.67          |
| Profession | Liberal arts       | 750      | 25             |
|            | Science            | 450      | 15             |
|            | Engineering course | 500      | 17             |
|            | Arts               | 700      | 23             |
|            | Others             | 600      | 20             |
| Aggregate  |                    | 3000     | 100            |

connection between innovation and entrepreneurship education and professional education [22]. In fact, to really do a good job in innovation and entrepreneurship education, it needs to be combined with students' majors, because professional education is the foundation, and innovation and entrepreneurship education is the leader [23].

Judging from the design of the current innovation and entrepreneurship teaching system in colleges and

TABLE 2: Situation statistics.

| Students' participation in the innovation and entrepreneurship education courses implemented by the university |          |            |
|--|----------|------------|
|  | Quantity | Percentage |
| Yes  | 2500     | 83%        |
| No   | 500      | 17%        |
| Aggregate  | 3000     | 100%       |
| Student participation in entrepreneurship competition organized by the university                              |          |            |
|  | Quantity | Percentage |
| Yes  | 300      | 10%        |
| No   | 2700     | 90%        |
| Aggregate  | 3000     | 100%       |

universities, some colleges and universities often take job-seeking guide textbooks or management textbooks as textbooks for innovation and entrepreneurship elective courses, resulting in an incomplete innovation and entrepreneurship system. The direction of its education is extremely unscientific [24]. At the same time, there are insufficient teachers for innovation and entrepreneurship. Most of the teachers in colleges and universities are just talking on paper, and teachers also have no experience in innovation and entrepreneurship [25]. And innovation and entrepreneurship education is a practical course, and college students lack effective practical activities, so the current innovation and entrepreneurship education still has a huge dilemma.

**2.3. Optimization of the Training Path of Innovation and Entrepreneurship Ability.** The main purpose of innovation and entrepreneurship is to cultivate students' innovative and entrepreneurial ideas, so that students can firmly establish innovative awareness and entrepreneurial ideas. If you want to make students firmly establish the ideas and concepts of innovation and entrepreneurship, it is necessary to optimize the cultivation path of innovation and entrepreneurship. The Internet provides an opportunity for the cultivation path of innovation and entrepreneurship education. The Internet can break through the limitations of time and space on innovation and entrepreneurship education. Students can adjust the learning speed according to their own situation and can skip the knowledge they have mastered at any time. It can also repeatedly learn the knowledge that think it has not mastered enough and finally achieve the learning goal through step-by-step learning [26]. The Internet can promote the change of teaching concepts, and innovation and entrepreneurship education in the perspective of the Internet has put forward higher requirements for teachers, so that teachers can actively change the traditional teaching concept and change the teaching method for the purpose of theoretical learning [27]. Innovation and entrepreneurship education can make good use of the Internet to create a learning atmosphere. The schematic diagram of the Internet smart education ecology is shown in Figure 5.

The Internet has been widely used in teaching and has built a new smart education ecology, such as the current

MOOC and smart classroom. This teaching method can greatly improve the quality and effect of teaching [28]. Therefore, using the Internet to combine students' professional knowledge with innovation and entrepreneurship knowledge and at the same time give full play to the students' self-learning concept, carry out online courses, and at the same time combine with offline courses, it can check and fill gaps and cultivate students' sense of innovation. After class, students can learn the theoretical knowledge of innovation and entrepreneurship online. In the classroom, teachers can give full play to the main role of students and imitate the process of entrepreneurship, so that students can fully establish innovation awareness. The optimization of innovation and entrepreneurship training path is shown in Figure 6.

However, the current innovation and entrepreneurship education in colleges and universities is still a unified education system for all college students, so the current innovation and entrepreneurship education still has broad and broad shortcomings. Therefore, it is better to start from the own professional, be at the forefront of the profession, and use the own professional advantages to combine innovation and entrepreneurship knowledge for in-depth internalization. In this way, students of different majors can fully take into account the knowledge of innovation and entrepreneurship that suits their majors. At the same time, the rich resources on the Internet are used to lead college students to extensively explore various aspects of innovation and entrepreneurship knowledge, actively learn more knowledge of the Internet system, improve the ability of college students to use "Internet +" in multiple ways and continuously update their learning skills, and let the Internet contribute to the development of college students from multiple perspectives.

Using the Internet to carry out innovation and entrepreneurship education can set up a variety of online courses, and the combination of online and offline courses can gradually improve the curriculum system, make related disciplines complementary and comprehensive, and integrate the concept of innovation and entrepreneurship into online and offline courses. For students of different majors and groups at different levels, a complete teaching system is constructed, and "four types" of teaching materials are constructed in stages, namely, general education, exploration, progressive, and subject, which constitutes an innovation and entrepreneurship education system with wide coverage and strong practical operation. It enables students to establish a solid awareness of innovation and entrepreneurship, cultivate the entrepreneurial awareness and spirit of college students, and promote public innovation and successful entrepreneurship.

### 3. Experiment and Analysis on the Path of Innovation and Entrepreneurship Ability Training

**3.1. Current Situation of Innovation and Entrepreneurship Education.** In order to better verify the effect of the



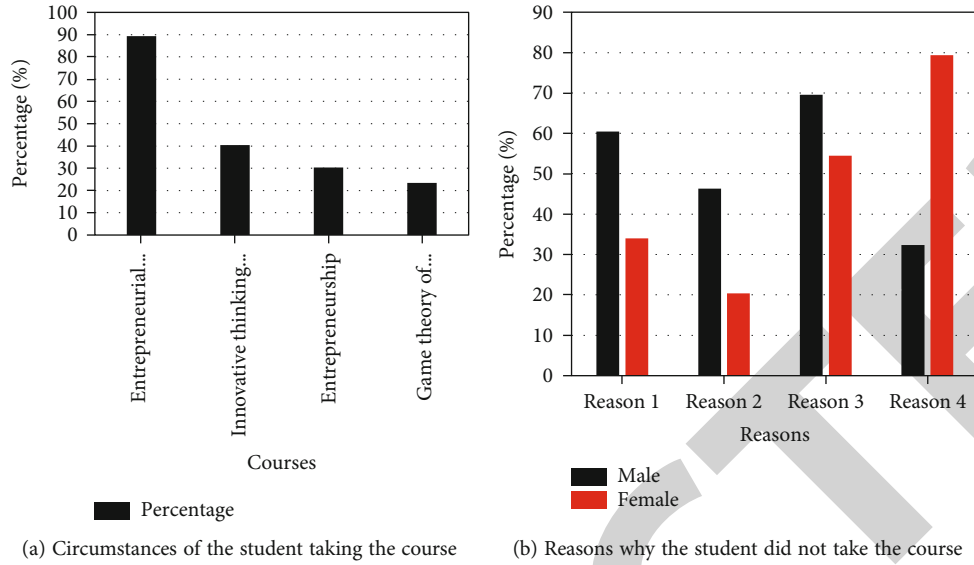


FIGURE 7: Statistical results.

TABLE 3: Learning data.

| Class  | Group | Average scores | Classroom enthusiasm | Understanding of the course |
|--------|-------|----------------|----------------------|-----------------------------|
| Class1 | 1     | 65.67          | 40.34%               | 23.45%                      |
|        | 2     | 64.56          | 50.56%               | 30.34%                      |
|        | 3     | 72.34          | 48.56%               | 41.23%                      |
|        | 4     | 67.67          | 49.45%               | 32.34%                      |
| Class2 | 1     | 64.56          | 46.56%               | 29.34%                      |
|        | 2     | 65.89          | 56.77%               | 37.56%                      |
|        | 3     | 74.34          | 49.45%               | 35.46%                      |
|        | 4     | 65.45          | 54.34%               | 46.56%                      |

optimized innovation and entrepreneurship ability training path in this paper, this paper firstly investigates and analyzes the innovation and entrepreneurship education in a certain university. This experiment will select some students in the second year of the university for investigation. The basic information of the research samples is shown in Table 1.

The analysis samples of this experiment mainly made women account for the majority, with a proportion of 58.67%, and men accounted for 41.33%. Students from all majors are involved, mainly in liberal arts students, accounting for 25%, followed by art students, accounting for 23%.

To this end, we have made statistics on whether these students have participated in innovation and entrepreneurship courses and whether they have participated in entrepreneurship competitions. The results are shown in Table 2.

From Table 2, the proportion of students who have taken innovation and entrepreneurship education courses has reached 83%, but the proportion of students who have participated in innovation and entrepreneurship competitions organized by the school is only 10%. It can be seen that although the university has opened innovation and entrepreneurship courses, most of the students have not participated in the practice of innovation and entrepreneurship. To this end, the experiment also analyzed the reasons why the students of the school took the course of innovation and entrepreneurship education and did not take the course of innovation and entrepreneurship. The statistical results are shown in Figure 7.

In Figure 7(b), reason1 means that the courses offered are less selective, and reason2 means that the school does not pay enough attention and publicity is not enough, reason3 represents disinterest, and reason4 states that the reason is to choose employment after graduation, thinking that entrepreneurship has nothing to do with oneself. From Figure 7(a), most of the students have taken entrepreneurship basic courses, accounting for 89.34%, while the students who have taken entrepreneurship game theory courses are

the least, accounting for only 23.45%. From Figure 7(b), among the students who did not participate in innovation and entrepreneurship courses, 69.56% of the boys are not interested in these courses, and the second is because there are few courses offered by the school and there is no satisfactory choice, while 79.34% of the girls think that entrepreneurship has nothing to do with themselves and that innovation and entrepreneurship courses run counter to their future arrangements.

From the perspective of innovation and entrepreneurship education in the university, the school has not many courses to choose from, resulting in students not interested in innovation and entrepreneurship courses; in addition, there is a lack of a systematic curriculum system. Although the basic theory courses of entrepreneurship are offered, it cannot allow students to fully understand the concept of innovation and entrepreneurship. Therefore, the current innovation and entrepreneurship courses still have great deficiencies.

*3.2. Feasibility Experiment of the Optimized Culture Path.* According to the problems existing in the school's innovation and entrepreneurship education in the above

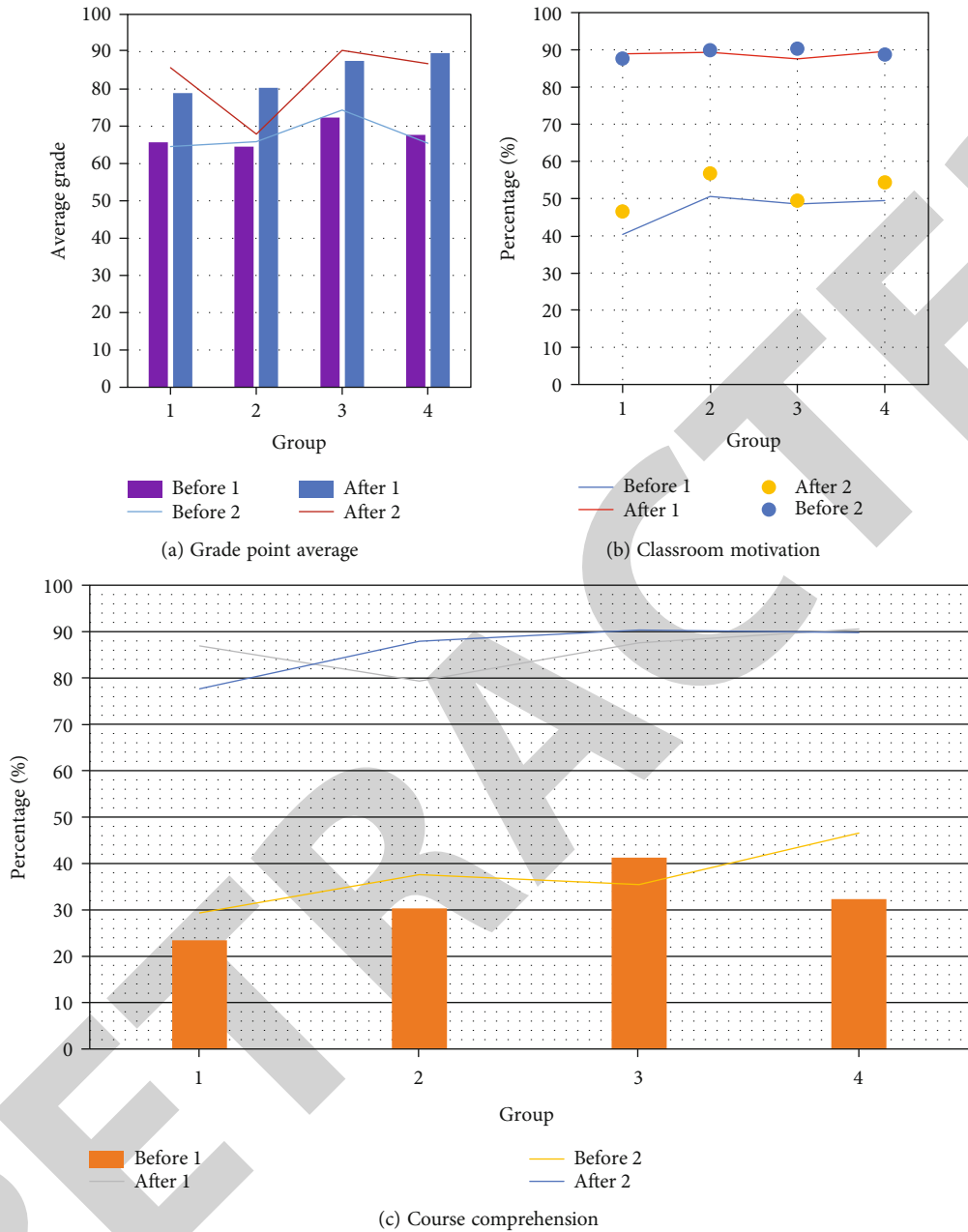


FIGURE 8: Class performance and learning.

experiments, this experiment uses the Internet to optimize the school’s innovation and entrepreneurship ability training path and improve the school’s innovation and entrepreneurship curriculum system. In this experiment, two classes of the school will be selected for comparison, each class has 20 students, and a class is divided into four groups. In order to better verify the effect of the optimized training path, the current learning situation of innovation and entrepreneurship courses in these two classes was recorded, and the learning data are shown in Table 3.

The data in Table 3 is the teaching situation when the new training path has not been implemented. On this basis, implement the new innovation and entrepreneurship ability training path for these two classes for four months of teach-

ing, and then record the classroom performance and learning situation of these two classes. The recorded situation is shown in Figure 8.

From Figure 8, it can be seen that the innovation and entrepreneurship academic performance of both classes has improved. The average score of each group basically reached more than 80 points, and the enthusiasm of the classroom is higher than before. Basically, it can reach more than 75% enthusiasm, which can greatly improve the learning efficiency of students, and have a deeper understanding of innovation and entrepreneurship concepts, which can basically reach more than 80% understanding, which greatly improves the teaching effect of the school. Therefore, the optimized training path of innovation and entrepreneurship

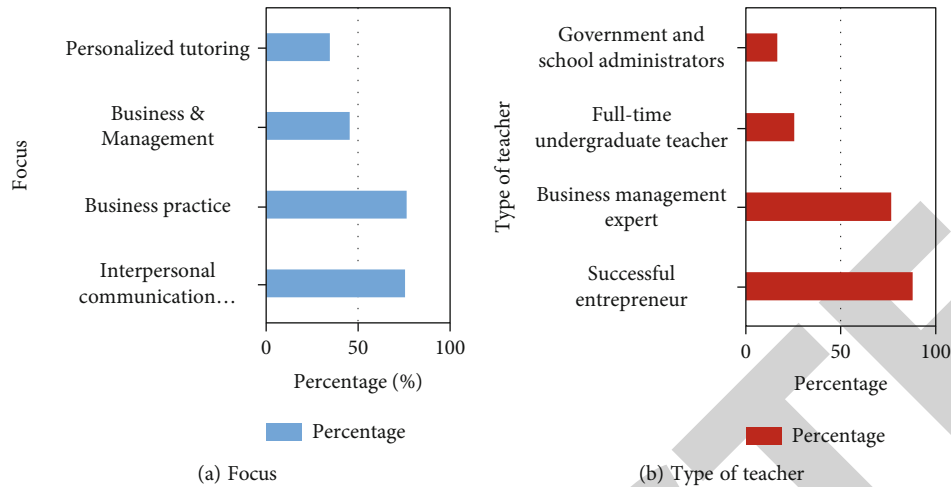


FIGURE 9: Students' hopes for innovation and entrepreneurship courses.

ability in this paper has a good training effect. In addition, through the students' online learning situation, we can understand the students' focus on innovation and entrepreneurship courses and make statistics on what types of teachers the students want the school to hire to teach this course, as shown in Figure 9.

From Figure 9(a), students are more hopeful that the school's innovation and entrepreneurship education should pay more attention to interpersonal communication and entrepreneurial practice, and the proportion of their students has reached more than 75%. From Figure 9(b), students prefer that schools hire teachers with entrepreneurial experience to teach this course. Therefore, using the Internet can have more resources for students to learn and broaden their horizons.

**3.3. Experimental Summary.** From the above experiments, there are a lot of problems in innovation and entrepreneurship education in colleges and universities, the curriculum system is unreasonable, and the teachers are lacking. The optimized innovation and entrepreneurship ability training path in this paper can expand students' learning resources and at the same time can improve students' understanding of innovation and entrepreneurship concepts, so that students have higher enthusiasm for innovation and entrepreneurship courses. In addition, the Internet can meet the needs of students for teachers. The innovation and entrepreneurship courses in the Internet are rich in resources, and there are more types of online teachers. Therefore, it is highly feasible to use the Internet to cultivate students' innovation and entrepreneurship ability.

## 4. Discussion

The development of Internet technology not only promotes the progress of people's communication methods but also promotes the development of education. The application of Internet reeducation has prompted changes in the teaching methods of school teachers, making the classroom more attractive to students than before. However, the current

application knowledge of the Internet in teaching allows traditional blackboard writing to be displayed in the classroom in the form of PPT, so the effect of teaching is still somewhat lacking. With the in-depth application of the Internet in teaching, the gradual change of teachers' concepts, and the proposal of flipped classroom, the school's teaching is being liberated from the traditional teaching mode, and the Internet teaching has effectively improved the effect and level of teaching. Of course, whether the Internet can be fully utilized in teaching also requires teachers to correctly guide students how to use the Internet correctly for learning, in a true sense, to combine online and offline courses to improve students' learning efficiency. And there are still a lot of problems in innovation and entrepreneurship education in colleges and universities; for example, there are too many textbooks, which are out of touch with the professional knowledge of students and cannot guide students to establish the concept of innovation and entrepreneurship.

The Internet can optimize the cultivation path of college students' innovation and entrepreneurship in colleges and universities. In the Internet, students' professional knowledge and innovation and entrepreneurship knowledge can be effectively combined to change the traditional education model. Innovation and entrepreneurship education realizes the mode of combining online and offline; online can combine students' professional knowledge with innovation and entrepreneurship knowledge, so that students can learn effectively after class. Offline teachers who know both professional knowledge and innovation and entrepreneurship knowledge for students of different majors can well cultivate innovation and entrepreneurship knowledge in different directions. Colleges and universities can also combine practice to cultivate students' entrepreneurial interest, innovative values, and ideals and beliefs of innovation and entrepreneurship, so that students can deeply understand the concept of innovation and entrepreneurship.

This paper proves through experiments that there are great problems in innovation and entrepreneurship courses in colleges and universities, and these problems need to be solved in order to fundamentally improve the quality of

innovation and entrepreneurship education. The combination of the Internet and innovation and entrepreneurship education can promote the combination of online and offline course scores, and at the same time, it can pay additional attention to the real needs of students for innovation and entrepreneurship education, so as to facilitate the adjustment of offline courses in colleges and universities. In the long run, combining the Internet can improve the innovation and entrepreneurship education curriculum system and promote the cultivation of students' innovation and entrepreneurship ability.

## 5. Conclusions

This article expounds the integration of the Internet and education. The Internet has a great influence on the field of education, changing the teaching mode of trauma, so that education can keep pace with the times and keep pace with the times. The combination of the Internet and education has produced online and offline courses, so that students have more extensive learning resources, and teaching has more abundant teaching resources, which promotes the improvement of teaching effect and teaching quality. The cultivation of college students' innovation and entrepreneurship ability is still lacking in colleges and universities. This paper improves the innovation and entrepreneurship curriculum system in colleges and universities through the Internet and optimizes the training path for college students. Through experiments, this paper shows that the training path of college students' innovation and entrepreneurship optimized through the Internet improves the teaching effect of colleges and universities as a whole, so that students can have a deeper understanding of the concept of innovation and entrepreneurship. However, there are still some systemic problems in the optimized innovation and entrepreneurship ability training path in this paper, and it is hoped that the Internet's innovation and entrepreneurship education can be more and more perfect in future research.

## Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request.

## Conflicts of Interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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