

Research on Teaching Reform of Economics and Management General Course under the Background of Innovation and Entrepreneurship

Mao Li^{1, 2}

¹Public Administration School, China University of Mining and Technology, Xuzhou 221008, China

²Jiangsu Agri-animal Husbandry Vocational College. Agricultural Business Administration School, Taizhou 225300, China

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Abstract: College education is intended to cultivate high-quality talents, so that students have the ability to innovate and to start a business. In recent years, the education of colleges and universities in China has indeed made great progress. However, the current college education still has certain deficiencies. The problem of educational partition is more serious. The teaching mode and teaching content also lag behind the needs of social development. Therefore, it is necessary to make targeted reforms so that it can output more for the society. More quality talents. Based on this, this paper focuses on the current situation and problems of general education in economics and management, and then summarizes the teaching reform under the background of innovation and entrepreneurship, hoping to provide some reference for the curriculum reform research of general education.

1. Introduction

China's current economy is still in a period of rapid development. The society needs a large number of talents to complete the construction of socialist modernization. Therefore, it puts forward new requirements for the cultivation of talents in colleges and universities, and it needs to export high-quality talents with high comprehensive quality. For the majors of economics and management, the requirements for talent training are clearly put forward, and it is necessary to cultivate comprehensive talents with the spirit of exploration and innovation. Therefore, in the process of teaching development, we must pay attention to the cultivation of innovation and enhance the practice of students. Ability, so that students can use the knowledge they have learned to solve real problems^[1].

The general course of economics and management is to enhance students' understanding of the theoretical knowledge of the core curriculum. It has positive significance for enhancing students' practical ability and hands-on ability. Therefore, in the current colleges and universities, the general education curriculum is included in the management major. In the teaching content. From the actual effect, the general education course can effectively improve the students' communication ability and teamwork ability, and the students' management ability is significantly improved^[2]. Therefore, it is very important to add general education in the economics and management curriculum, which can effectively improve the curriculum system of higher education, and is also conducive to the implementation of the new curriculum reform.

2. Problems in general education in economics and management

In China's higher education, the time for adding general education courses in economics and management is relatively short. At first, it only increases the content of the curriculum accordingly. The overall systemicity is poor, and students can't grasp practical and useful knowledge. In the follow-up construction, general education has gradually improved, not only the initial achievements of the faculty construction, but also the setting of the curriculum system is more scientific. However, there are still certain problems in the current general education of economics and management, which is extremely unfavorable for the development of general education.

2.1 The curriculum is more random

The setting of the general education curriculum needs to be of a strong scientific nature. For different disciplines, the overall arrangement of the general education curriculum should be combined with its characteristics. However, from the current actual situation, the setting of general education courses in China is more arbitrary. Of course, this is also directly related to the situation of the institutions themselves. The economics and management majors of some institutions belong to the ace major, so the level of development is relatively high. Their general education not only has rich experience, but also attaches importance to the development of relevant general education. Therefore, it can play the role of general education. However, for some institutions with weak management, their general education courses are more worrying, mainly as follows:

(1) The faculty team is insufficient. The staffing of teachers is obviously insufficient, and many tutors do not have practical experience. Therefore, they also promote according to the content of textbooks, which leads to students' inability to understand in depth and lack of cognition in practice.

(2) The teaching plan is not reasonable. The setting of the teaching plan and the content of the course are not enough, and can not reflect the standard of teaching. Under this environment, the corresponding teaching assessment is also difficult to carry out, so the degree of emphasis on the course of the course will be greatly reduced.

2.2 Course orientation is not clear

The general curriculum is intended to broaden the horizons of students and allow them to understand the theoretical knowledge they have learned and apply them in practice. However, from the current actual situation, most of the general education courses in colleges and universities are based on theoretical lectures, and there is no in-depth analysis, and there is no practical and case explanation. In this environment, although the general education curriculum can broaden the horizons of students, it also allows students to understand the knowledge of other disciplines, but it is not closely integrated with the characteristics of the disciplines. For example, the management of economics, accounting, law, etc., but the actual general education courses are not targeted, which leads to a large discount on the actual effect of the general education course^[3]. Therefore, in essence, the goal of the general education curriculum is not clear enough, and it does not combine professional characteristics well.

2.3 Theory and practice failed to effectively combine

Most colleges and universities have a disconnection between theory and practice, mainly because the curriculum is not closely related to professional characteristics, and there are unscientific problems in case selection, especially practical activities and innovative activities. To effective support, its ability to innovate and innovate has not been greatly enhanced by the general education curriculum. It is also for this reason that the enthusiasm of students to study general courses will be greatly reduced, and the effectiveness of the general education curriculum cannot be effectively utilized^[4].

2.4 Teaching method is single

With the continuous deepening of education reform in China, the diversification of teaching methods has been the pursuit in recent years. It is intended to attract students' interest in a variety of forms, to break the traditional model with modern means, and to create a good school for students. surroundings. However, in the general course of economics and management, there are currently more obvious problems. On the one hand, the level of teachers is slightly insufficient. Most of them are part-time teachers of other disciplines. They do not have relevant experience. Therefore, the explanation of the contents of the general course will inevitably be affected. On the other hand, the teaching mode of the general education curriculum is relatively simple, and it still adopts the traditional form of teaching, which can not effectively attract students' interest. This is one of the reasons for the poor teaching effect of the current general education curriculum.

3. Reform measures for general education in economics and management under the background of innovation and entrepreneurship

In China's "13th Five-Year Plan", it is clearly stated that universities should focus on cultivating students' ability of innovation and entrepreneurship, and in the era of "one generation, one road" construction, innovation and entrepreneurship capabilities are more important. Moreover, the current society has a large demand for advanced talents, so colleges and universities should deepen reforms, especially for economics and management, not only to cultivate students' professional skills and knowledge, but also to train their innovative and entrepreneurial capabilities, theory and practice. Effectively combine and improve the quality of teaching so that we can cultivate more comprehensive talents with higher comprehensive quality^[5].

3.1 Reforming the curriculum system with the requirements of innovation and entrepreneurship

In view of the characteristics of the current management profession, it is necessary to speed up the reform of the curriculum system in the follow-up improvement, and to establish a general education curriculum based on the characteristics of the professional curriculum, focusing on practicality and vigorously building a curriculum model for comprehensive talent training. Based on this, we must first conduct market research and deepen the understanding of the needs of talents, which is the basis for the follow-up curriculum reform. Secondly, it is necessary to highlight the characteristics of innovation and entrepreneurship when setting up the general education curriculum, so that the general education curriculum can highlight its own value. Of course, in the process of general education curriculum reform, we must pay attention to school-enterprise cooperation, because it can effectively improve students' practical ability, and it is also the key to apply theoretical knowledge to practical problems. On this basis, colleges and universities can also carry out training cooperation with enterprises to jointly establish a training base or resource pool to achieve mutual benefit and win-win. Through these measures, it is possible to provide better quality content and cases for the general education curriculum, and also facilitate the transformation of scientific research^[6].

3.2 Construction of teachers

As mentioned in the above analysis, the current general curriculum of the economics and management major lacks a professional faculty, which leads to a decline in the quality of teaching. Based on this, in the follow-up construction, it is necessary to focus on the construction of the teaching force and build a "double-skilled" faculty. In this regard, schools must increase investment and hire professional teachers in order to establish a more accessible and understandable knowledge system, so that the practicality of the curriculum is significantly improved. In addition, general teachers should be encouraged to go to enterprises to participate in practical activities and enhance the experience of teachers. Only when the level of teachers is improved, students can learn more useful knowledge. Of course, in order to effectively enhance the interface between the curriculum and the needs of the society, colleges and universities can also invite the management personnel of the enterprise to practice teaching in the school, so that the theory and practice can be effectively combined, so that students can experience more realistic social job needs. Conducive to the improvement of students' comprehensive quality.

At present, the time for the development of general education in China is still relatively short, so lack of experience, talent training is not in place, and there is a lack of professional teachers. Therefore, in the future curriculum reform, we must focus on breakthroughs and carry out reforms drastically. In the whole process of education, teachers are the key factor, and his level can only directly affect the quality of education. Therefore, the construction of the teaching staff cannot be delayed. In addition to the above-mentioned measures, regular training can be carried out to increase communication among teachers, which is one of the feasible measures to enhance teachers' ability.

3.3 Update of teaching content

In the context of the era of innovation and entrepreneurship education, the content of teaching

must be updated from time to time according to the development of science and technology and the needs of society, so that students can closely match the needs of society and improve the pertinence of talent training. The current curriculum teaching content has relatively old problems, which leads to the inconsistency of many course contents and actual job requirements, which not only affects the pertinence of education, but also reduces the efficiency of teaching. Therefore, it is possible to construct case teaching and project content so that students can experience it from practice and enhance the flexibility of teaching. Especially for the method of student innovation, we must give affirmation and encouragement, and guide students to think independently. In this way, students' interest can also be attracted, and the atmosphere of the classroom will be significantly improved.

For the current teaching of general education courses, the frequency of course development is relatively high, but it does not highlight the core features of the profession. Therefore, in the reform, we must strengthen the screening and integrate into the core content of the professional curriculum. The core content of the management major mainly includes two aspects: characteristic management knowledge and management function. Therefore, the general education curriculum should focus on these two aspects, and then combine the actual business management to innovate teaching content. The best way is to start with the case, the teacher guides the students to analyze together, judges the knowledge points and how to solve them, and then uses the theory of return to practice, the effective combination of the two, and effectively improve the students' practical ability, for general knowledge. The foundation of the course is laid.

3.4 Diverse teaching methods

Teaching methods also have a significant impact on the quality of teaching activities, especially in the current educational environment, the teaching methods should be diversified, fully meet the individual needs of students, and cultivate comprehensive talents. For example, in the teaching activities, the school and the enterprise can coordinate together, and the competition, speech, project planning and other forms are adopted in a targeted manner to enhance the practicality and interest of the teaching^[7]. In addition, the teaching can also be combined with the form of network and reality teaching, using the group discussion mode to carry out the corresponding teaching activities.

The current computer technology and network technology are relatively mature, and a variety of multimedia can be applied in the teaching activities, which has a significant effect on improving the quality of teaching. Therefore, these technical means can also be adopted in the general education course teaching. Firstly, the effective combination of PPT teaching and VR experiment enables students to quickly understand the content of the class and also have a certain understanding of practice. Secondly, it is necessary to closely combine case teaching with theoretical teaching, use cases to enhance students' understanding of theory, and use theoretical knowledge to analyze cases. Through this measure, students can have a stronger practical problem-solving ability, which will lay the foundation for later employment. Of course, the development of teamwork ability is indispensable, so in the development of various teaching activities, in the form of a group, based on the "flip classroom", the two sides will discuss and learn together, aiming at practicality and effectively improving the general education curriculum.

4. Conclusion

The general education curriculum plays an extremely important role in the current teaching of economics and management in colleges and universities. It can effectively improve students' practical ability and cultivate students' innovative spirit. Therefore, most colleges and universities in modern times have already carried out the relevant content of general education courses. However, there are still some problems in the current general education curriculum. Not only is the curriculum more random, but also the teaching form is relatively simple, which seriously affects the quality of the general education curriculum. Based on this, this paper proposes a reform based curriculum system, constructing teacher resources, updating teaching content and diversified teaching methods. It is hoped that this can provide a reference for the improvement of the general course of economics and management in China.

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