

## **Research on the Innovation of the Teaching System of Entrepreneurship Education in Higher Vocational Colleges under the New Normal**

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**Keywords:** entrepreneurship education; teaching system; construction.

**Abstract:** With the goal of building an “innovative country” and cultivating entrepreneurial talents, we will build a systematic education system for entrepreneurship education, strengthen the construction of courses, teaching materials, teaching staff and training bases, improve the guarantee system for entrepreneurship education, and explore the higher vocational education in China. The actual entrepreneurial talent training mode of colleges and universities will improve the level of entrepreneurship education and the quality of talent training in higher vocational colleges.

### **1. Introduction**

The study of entrepreneurship education began in the early 1990s. It aims to stimulate college students' entrepreneurial passion, cultivate their entrepreneurial qualities and enhance their entrepreneurial ability by integrating entrepreneurship courses into their teaching. Entrepreneurship requires comprehensive quality and ability. [1] With the deepening of entrepreneurship education and teaching research, higher vocational colleges pay more and more attention to the research and practice of entrepreneurship education. Entrepreneurship education is not only the improvement of traditional quality education, but also one of the testing standards for the quality of education and teaching. It is more practical and socially applicable. Under the new normal, China is facing the social economic upgrading and transformation, the employment situation of college students is becoming more and more serious, etc., perfecting the teaching system of entrepreneurial education for college students in higher vocational colleges, and relying on this to cultivate the entrepreneurial spirit and entrepreneurial ability of college students in higher vocational colleges. Entrepreneurial awareness is more urgent and important.

### **2. Current situation of entrepreneurship education in higher vocational colleges under the new normal**

The attempt of entrepreneurship education in higher vocational colleges began in 2002 when the Ministry of Education held a national symposium on the pilot work of entrepreneurship education in colleges and universities. Since entering the new normal, there has been a certain development in the education of entrepreneurship education in higher vocational colleges. The main performances include the opening of entrepreneurial elective courses, the establishment of a training base for entrepreneurship education, the organization of entrepreneurial design competitions, the launch of entrepreneurial knowledge lectures and entrepreneurial seminars. Some schools even set out the facades of their schools for students to use for business (planning a business street). However, entrepreneurship education has not been able to form a system, entrepreneurship education has not been able to truly integrate into the curriculum system, and the development of entrepreneurship education is still in its infancy. The main reasons are:

#### **2.1 The teaching of entrepreneurship education is free from the concept of running a higher vocational college.**

Higher vocational colleges have not yet realized the importance of entrepreneurship education, the urgency of the times and the necessity of development. In its education and teaching, it only pays attention to the education and cultivation of traditional knowledge and skills, and neglects the

integration of entrepreneurship education into the talent training program of higher vocational education, thus it can not create the atmosphere and environment of entrepreneurship education. The implementation still stays at the level of scattered, sporadic and coping in elective courses and entrepreneurial competitions. [2] It is not possible to combine the requirements of economic and social development, and promote the teaching of entrepreneurship education to a strategic height of “creating and promoting talents” and “cultivating innovative and entrepreneurial talents”.

## **2.2 The teaching of entrepreneurship education is free from the talent training program of higher vocational colleges.**

Under the new normal, some higher vocational colleges try to integrate entrepreneurship education into teaching, and put forward the idea of constructing an entrepreneurial education teaching system that combines creation and education. However, due to various reasons, it is still employment-oriented in terms of talent training programs, curriculum structure systems, and teaching models, and focuses on the development of traditional teaching models. As far as the vocational colleges that are currently set up to establish an entrepreneurship education system, most of them have only added several related entrepreneurship courses in the original education and teaching system, that is, there is no support for supporting courses before and after, and there is no follow-up entrepreneurship practice course. Consolidate. The teaching form of the entrepreneurship course is only the teaching of entrepreneurial knowledge or the writing of the entrepreneurial plan. There is almost no establishment of the entrepreneurial skills practice course, which can not meet the needs of the cultivation of entrepreneurial quality of higher vocational college students.

## **2.3 The shortage of entrepreneurial education teaching teachers**

At present, entrepreneurial instructors in higher vocational colleges are basically selected by full-time teachers, and there is basically no corresponding entrepreneurial experience and entrepreneurial practice ability. Occasionally, some higher vocational colleges hire part-time teachers outside the school. Although some teachers are also experts in entrepreneurial or entrepreneurial ideas, they only go to school to give lectures or guide students to start a business competition. Students carry out systematic teaching of the entrepreneurship curriculum system.

## **2.4 Lagging behind the construction of teaching materials for entrepreneurship education**

At present, there is a lack of entrepreneurial education materials for students and teaching characteristics of higher vocational colleges. The development of teaching materials is very slow, and there is no series of teaching materials needed for entrepreneurship education. [3] Although there are some foreign-translated textbooks or undergraduate entrepreneurship education materials, they are not suitable for the characteristics of higher vocational college students. Some higher vocational colleges need to temporarily adjust the teaching plan to open an entrepreneurship education course in order to build a “startup model institution” or a higher level of entrepreneurship education. The textbooks are usually randomly selected by the teachers, lacking systematicity and pertinence. The teaching content is not highly correlated with the knowledge and skills required for student entrepreneurship activities.

## **2.5 Entrepreneurial education teaching lacks perfect entrepreneurial education atmosphere**

Entrepreneurship education has a certain development in higher vocational colleges, but it only stays in the higher vocational colleges alone and the corresponding education authorities provide limited incentives and support. Relevant government departments, industries, enterprises and institutions and schools have insufficient deficiencies in the formulation of relevant laws and regulations, the completeness and refinement of policies, the creation of environment and the selection of tools. Therefore, the systematic advancement of teaching is very difficult, which leads to the fact that entrepreneurial education has to be superficial because of its inability to penetrate.

Therefore, under the new normal, there are still many shortcomings in the development of the entrepreneurship education system in higher vocational colleges. It is the new normal to establish and improve the teaching system of entrepreneurship education in higher vocational colleges and

strengthen the pertinence and practicality of its teaching content and form. Vocational colleges have an urgent need to deepen the development of entrepreneurship education.

### **3. The innovation of the teaching system of entrepreneurship education in higher vocational colleges under the new normal**

#### **3.1 Thoughts on the Construction of Entrepreneurship Education Teaching System in Higher Vocational Colleges**

Under the new normal, the overall trend of the development of higher vocational colleges and the requirements of economic and social development, relying on the Ministry of Education's overall requirements for college students' entrepreneurial education, taking the talent training program of higher vocational colleges as the criterion, and integrating entrepreneurship education into higher vocational education. The educational curriculum system is the goal, drawing on the successful experience at home and abroad, strengthening the theoretical research of entrepreneurship education in higher vocational colleges, the construction of entrepreneurship education courses and teaching materials, the construction of entrepreneurial teachers, the construction of entrepreneurial training bases, and deepening the existing curriculum system and teaching model. Reform of teaching content and teaching methods, improve the guarantee system for entrepreneurship education, explore the entrepreneurial talent training model that meets the actual needs of vocational students, continuously improve the level of entrepreneurship education and quality of personnel training in higher vocational colleges, and cultivate and deliver more innovations for the society. Entrepreneurial talents with consciousness and the spirit of the times.

#### **3.2 Construction of the teaching system of entrepreneurship education in higher vocational colleges**

##### **3.2.1 Update existing educational concepts**

Higher vocational education has always been a passive employment education or career choice education. Under the new normal, higher vocational education has become popular, and higher vocational college students with a skill should have entrepreneurial awareness and innovative spirit, use their skills to conduct their own business, realize the value of life and provide jobs for the society to create social material and spirit. wealth. It is also a question of innovation and reform of the educational concept to construct a perfect teaching system for entrepreneurship education in higher vocational colleges and to cultivate entrepreneurial application talents. Therefore, updating the current concept of higher vocational education and accurately grasping the connotation of entrepreneurship education is very important for constructing the entrepreneurship education teaching system and guiding the practice of entrepreneurship education.

##### **3.2.2 Clarify the goal of training talents in higher vocational schools**

Through the entrepreneurial curriculum system learning, entrepreneurship practice simulation practice, entrepreneurship practice guidance, entrepreneurial competition experience and other forms, the entrepreneurial awareness, entrepreneurial knowledge, entrepreneurial skills, especially the entrepreneurial spirit of higher vocational college students, further transform the employment concept of students. Encourage students' entrepreneurial enthusiasm, develop students' entrepreneurial potential, enhance students' ability to capture opportunities, seize opportunities, utilize opportunities, and create opportunities, comprehensively improve the quality and level of entrepreneurial talents in higher vocational colleges, and cultivate more and better for the society. Entrepreneurial talents with innovative spirit and entrepreneurial ability.

##### **3.2.3 Constructing a teaching content system**

On the basis of summarizing the successful experiences of entrepreneurial talents training mode at home and abroad, the research team combined with the development of entrepreneurship education in our school, taking the economic management entrepreneurial talents as the benchmark, and rationally

constructing the entrepreneurship education teaching system, forming a suitable inspiration for students' entrepreneurial awareness. , entrepreneurship knowledge learning, entrepreneurship training, entrepreneurship practice training talent training and security system, to achieve a systematic, scientific training of students' entrepreneurial awareness, entrepreneurial knowledge, entrepreneurial skills, entrepreneurial psychology and entrepreneurial ethics (quality level).

The curriculum is an important means to achieve educational goals and training objectives, and “enhancement and research of entrepreneurship curriculum construction is the basis for strengthening and improving entrepreneurial education in colleges and universities.” Therefore, based on the four basic qualities of entrepreneurship: entrepreneurial awareness, entrepreneurial psychological quality, entrepreneurial ability and entrepreneurial social knowledge, the establishment of a corresponding quality training curriculum system is not only a prerequisite for the implementation of entrepreneurial education, but also an important guarantee for achieving the goal of training talents. The key points and difficulties of the entrepreneurship education system.

In teaching methods, we should adopt a teaching method that is more creative and more stimulating students' potential and desire for knowledge. Entrepreneurial knowledge-based courses, case teaching and modular teaching are good forms. Higher vocational colleges can combine the typical situation of the school and flexibly select typical cases and course modules to implement education for students; the module content can be derived from the professional needs of entrepreneurship. Knowledge and social life knowledge, the module does not emphasize the systematic nature of knowledge, but emphasizes the hierarchy of the overall module in entrepreneurship education.

Outside the school, after years of hard work, our school has established a relatively stable training base with nearly 100 companies, many of which are founded by successful alumni. The school-enterprise relationship is harmonious, and the school-enterprise cooperation is close, ensuring that there are more than two counterpart enterprises in each major as a training base for entrepreneurship education, which basically meets the needs of students' professional internships and entrepreneurial practice activities. [4]

### **3.2.4 Improve the security system**

#### **3.2.4.1 Building a platform for entrepreneurship education support**

The implementation of entrepreneurship education must be supported by a systematic operation platform. School leaders should be the decision-makers and organizers of entrepreneurship education, support the formulation of relevant entrepreneurship education policies, and strengthen the implementation of policies. Established the College Student Entrepreneurship Education Steering Committee, responsible for the organization and coordination of the school's student entrepreneurship education. At the same time, the relevant departments such as the Academic Affairs Office, the Student Affairs Office, the Scientific Research Office and the Employment Guidance Center must focus on the training objectives of entrepreneurship education, work in a coordinated manner, and shoulder their responsibilities, and work together to build a scientific and rational, coordinated and effective organizational management system.

#### **3.2.4.2 Establishing entrepreneurship education teacher protection**

One of the main bottlenecks facing current entrepreneurship education is the lack of highly qualified teachers. Due to the lack of high-quality teaching staff, the entrepreneurship education courses offered by the teachers are mostly based on the textbooks, and the knowledge, ability and quality required for the development of students' entrepreneurship are not greatly improved. Higher vocational colleges should make full use of the advantages of school-enterprise cooperation, and on this basis, open the school gate to the society, and strive to form a combination and relatively stable, including college teachers, researchers, government departments and related professionals, and success. Entrepreneurship and other teams of entrepreneurs and other people participate in the “entrepreneurship mentor” team.

### **3.2.4.3 Establishing an entrepreneurship education system guarantee**

Aiming at the characteristics and current situation of entrepreneurship education, it is very important to establish and improve the entrepreneurship education system, which is conducive to the full-time and normal development of entrepreneurship education. Such as the opening of the curriculum, the arrangement of teachers, the arrangement of teaching links, the standards of teaching evaluation and related incentives, etc., can be determined in the form of institutions, which can create a relaxed and favorable external environment for the development of entrepreneurship education in schools and the development of students' entrepreneurial activities. . At the same time, with the relevant system as a guarantee, entrepreneurship education can be smoothly integrated into the regular education and teaching work of the school, ensuring the orderly conduct of entrepreneurship education and related activities.

### **3.2.4.4 Establish an evaluation system for entrepreneurship education**

Explore and implement the evaluation and evaluation system of entrepreneurship education, and establish a teaching assessment and evaluation system with competence and quality as the core. According to the training goal of entrepreneurial talents, the requirements for the entrepreneurial quality of students are included in the teaching parameters such as training specifications, syllabus and textbook content, and are included in the second classroom and student practice evaluation system. Comprehensively evaluate and assess students' entrepreneurial awareness, entrepreneurial knowledge, entrepreneurial ability and entrepreneurial psychological quality development and improvement at various stages and in all aspects, stimulate students' entrepreneurial passion, encourage students to be proactive, and strive to cultivate themselves into a comprehensive development. High-quality entrepreneurs.

## **4. Conclusion**

The construction of an entrepreneurial education system is a systematic project. Among them, the management platform is the foundation, the teaching platform is the key, and the service platform is the guarantee. The three must be closely coordinated and organically integrated to form a systematic, harmonious and orderly operational situation. However, in this way, the entrepreneurial education of Chinese universities can get out of the thunder and thunder. As far as vocational colleges themselves are concerned, in addition to systematically constructing an entrepreneurship education system, entrepreneurship education should be combined with student management to infiltrate entrepreneurship education in the process of student management, and to develop students' social practice ability through management activities; Combine entrepreneurship education with campus culture construction, infiltrate entrepreneurship education in rich and colorful campus cultural activities, create a good cultural atmosphere for enhancing the basic quality of students' entrepreneurship; combine entrepreneurship education with ideal and belief education, and penetrate into ideal and belief education Entrepreneurship education guides students to establish entrepreneurial ideals and strengthens the confidence of successful entrepreneurship; combines entrepreneurship education with student employment, continuously improves the quality of graduate employment, and enhances the entrepreneurial level of graduates. That is to say, the systemization, the whole process and the all-round “six-in-one, comprehensive penetration” entrepreneurship education model can form the synergy of entrepreneurial talent training and improve the efficiency and efficiency of entrepreneurship education in higher vocational colleges.

It is true that the in-depth development of entrepreneurship education can be accomplished independently by non-vocational colleges. It must be realized by integrating social resources and incorporating entrepreneurship education into the national higher vocational education system. That is to say, through the entrepreneurial education in colleges and universities and the strong support of the government and the deep cooperation of enterprises, the contemporary college students can become “creators of professional positions” and “builders of the socialist market economy that keep pace with the times”. “The pioneer of the future of the new era.” [5].

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