

Research on the Influence of Entrepreneurship Education on the Initiative of College Students in Heilongjiang Province

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Abstract: This paper combines the actual investigation and analysis of the impact of entrepreneurship education on the entrepreneurial willingness of a university in Heilongjiang, and explains it from the aspects of entrepreneurial awareness, knowledge, quality and ability, and combines the specific situation from the ideological and political education and the teacher team. The examination of entrepreneurship education and other aspects expounds the effective path of college students' entrepreneurial willingness to improve.

1. Introduction

The national economy is developing rapidly, and the entrepreneurial activities of college students play an important role in coordinating the national economy. At present, in the process of entrepreneurship, college students have insufficient maturity of ideas, so they need colleges to guide and educate them. It is very important to analyze the impact of entrepreneurship education on college students' entrepreneurship and propose the specific path of entrepreneurship education.

2. The impact of Entrepreneurship Education on the Entrepreneurial Will of College Students in Heilongjiang

2.1. Influence entrepreneurial awareness

A questionnaire survey was conducted on the entrepreneurship education of middle school students in a university in Heilongjiang, and a total of 203 questionnaires were issued. The recovery rate was 100%, and the validity of the questionnaire was 96%. This paper puts forward the question of whether entrepreneurship is a student's life plan. Through this question, it judges the change of college students' entrepreneurial consciousness, and concludes that entrepreneurship education will affect college students' entrepreneurial consciousness to a certain extent. Most students have thought about starting a business, but the implementation process is relatively difficult. Since entrepreneurship education is a compulsory course, students with better mastering in the classroom may not have thought about starting a business. Their ideology of entrepreneurship education is lacking. Learning knowledge is only to get high scores and fail to apply the learning content to practice. On the contrary, students with poor knowledge of the classroom are more likely to show themselves through practice. Through entrepreneurship education, students who want to increase their entrepreneurial will occupy 32.43%, and students who have reduced their entrepreneurial will think that the entrepreneurial process is suffering. It can be seen that entrepreneurship education can have an impact on students' willingness to start a business and play a facilitating role [1].

2.2. Influence on entrepreneurial knowledge

In the questionnaire, set up "Do you think that opening an entrepreneurship course can solve the problems faced by the future entrepreneurial process?" Understand whether college students can apply theoretical knowledge to practice and understand their mastery of entrepreneurial knowledge. The survey shows that when students have a better grasp of classroom knowledge, 60% of students believe that the knowledge they have learned can solve the problems faced by entrepreneurs. Students' knowledge of entrepreneurship education and the willingness to start a business show a

positive correlation. In the process of participating in the learning process, more entrepreneurial knowledge can be mastered.

2.3. Influence on entrepreneurial quality

College students' ability to cooperate, adapt, independence and overcome difficulties may have an impact on their entrepreneurial will. In this regard, in the questionnaire, "When the business fails, will you make a comeback?" Through the investigation of this issue, analyze the entrepreneurial quality of college students. When students have a good grasp of entrepreneurship courses, the number of people who choose to give up declines, and entrepreneurship education can improve the quality of college students' entrepreneurship. Only 6% of students think they have a good grasp of the course, so choose to continue. Therefore, it can be concluded that the better the quality of college students' mastery of entrepreneurship courses, the more they will choose to persist after the failure of entrepreneurship in the future, reflecting the positive role of entrepreneurship education in entrepreneurial quality.

2.4. Influence on entrepreneurial ability

In the questionnaire, the question "Will the entrepreneurial ability change after the entrepreneurship course is learned?" is summarized. When the entrepreneurial education in colleges and universities is strengthened, the students' entrepreneurial ability has been improved. When students' entrepreneurial ability is enhanced, their entrepreneurial willingness is stronger, so the entrepreneurship curriculum has a positive impact on students' willingness to start a business.

3. The Main Ways to Improve the Entrepreneurial Aspirations of College Students in Heilongjiang through Entrepreneurship Education

3.1. Strengthening ideological education and cultivating students' entrepreneurial awareness

In the entrepreneurship education of Heilongjiang universities, ideological education should be integrated into it, showing the pertinence of college education. For example, students aiming at freshman should develop targeted educational goals, rationally set teaching content, enhance their awareness of things, and cultivate their entrepreneurial awareness and team spirit. Students at school are the focus of entrepreneurship education and the backbone of entrepreneurial students. Student entrepreneurial thinking stems from the inspiration of ideological and political education. Therefore, colleges and universities should carry out coordinated education on the students' thoughts through daily entrepreneurial activities, stimulate their entrepreneurial awareness, and realize that it is not enough to learn entrepreneurial courses alone. It is also necessary to improve their comprehensive ability and entrepreneurial spirit without fear of difficulties. Gradually improve students' entrepreneurial awareness. In the process of ideological and political education in colleges and universities, we should start from stimulating students' entrepreneurial ability and encourage them to establish entrepreneurial goals. At the same time, it should also play the supporting role of the Heilongjiang government and the University Student Entrepreneurship Association and other functional departments, so that students have a clear awareness of the direction of entrepreneurship, there will be no "follow the trend" phenomenon, combined with their own interests and expertise, to master the development of different industries in Heilongjiang, Choose the right direction for entrepreneurship.

In addition, we should also pay attention to the cultivation of students' moral quality, and promote their entrepreneurial thinking to gradually take root in their minds. Among the major universities in Heilongjiang, seniors belong to a larger group. After three years of entrepreneurship education, some students may choose to start a business and complete the change from learning to practice. At this time, ideological and political education in colleges and universities should help students change their identities. In the process of entrepreneurial ideological and political education, students should be guided to adapt to the entrepreneurial environment in the region and use environmental advantages to broaden their entrepreneurial channels. Intensify efforts to carry out

frustration education and maintain students' ability to regulate pressure. Change the wrong mentality of “avoiding difficulties”, face the entrepreneurial pressure with a positive attitude, and be prepared for the difficulties. Colleges and universities should pay attention to the cultivation of students' sense of social responsibility. Graduates are the social knowledge output and will soon enter the social elite. Ideological and political education can enhance their sense of social responsibility and mission. In addition, colleges and universities should also stimulate students' entrepreneurial spirit, and use the spirit and courage of “the newborn calf is not afraid of the tiger” to inspire students to use their wisdom to call their own future, and contribute their own strength to social development [2].

3.2. Intensify efforts to build a teaching and learning team for entrepreneurship education

Only with a good team of entrepreneurial teachers can we better complete the entrepreneurship education in colleges and universities. In colleges and universities, leaders are the decision-makers of educational content, leading the development of college education. In entrepreneurship education, they should give full play to the personality charm of leaders, explain the latest information of entrepreneurship and valuable entrepreneurial experience for college students, and increase the depth of entrepreneurship education. Leaders of universities in Heilongjiang Province have a strong sense of mission to local development. In the field of entrepreneurship education, they can convey more in-depth entrepreneurial ideas to students, stimulate their enterprising spirit and enhance their sense of belonging. By explaining the process of building the old industrial base for students, the spirit of the leader is exerted with a strong sense of pride, which brings shock to the students. Entrepreneur teachers in colleges and universities are the backbone of education. They should increase their research on topics related to entrepreneurship education, gradually enrich their educational experience, improve their education level, ensure the high feasibility of various entrepreneurial content, and conduct in-depth communication with college students. College counselors are also indirectly responsible for student entrepreneurship education, can be integrated into entrepreneurial education in the daily management process, guiding students from the ideological aspect, and inspiring their entrepreneurial awareness. Make full use of the educational resources of colleges and universities, combine entrepreneurial theories and practices, and organize practical entrepreneurial activities for students according to their needs. In the management process, we will focus on publicizing government policies and entrepreneurial resources, guiding students to pay attention to national policies and guidelines, promptly guiding students to the psychological pressures of the entrepreneurial process, and continuously improving students' ability to resist setbacks.

3.3. Improve the supervision and evaluation management of entrepreneurship education in colleges and universities

First of all, develop a sound assessment mechanism to improve the effectiveness of entrepreneurship education, refine the evaluation criteria, and integrate into the overall goal, so that the assessment is more operable. For the evaluation of educators, we can start from the aspects of scientific research and teaching. In terms of scientific research, we should pay attention to the quality of entrepreneurship education research, and the evaluation link should be combined with the national policy to integrate social resources and college students into the assessment to ensure the objectiveness of the assessment results. In terms of teaching, we have developed a comprehensive evaluation index and assessment system to highlight the level of teacher guidance on student entrepreneurship practice. Second, develop a sound incentive system. Entrepreneurship education in colleges and universities should reflect comprehensiveness. For example: through cultural incentives, create an entrepreneurial education atmosphere within the university; use the certificate of honor to award “innovative entrepreneurial lecturers” and “top ten workers in entrepreneurship education” to encourage entrepreneurs to carry out entrepreneurship education; organize entrepreneurship education teachers to other Colleges and universities exchange and study. Improve the level of entrepreneurship education; incorporate the quality of entrepreneurship education into the performance appraisal of teachers, and teachers who perform well in entrepreneurship education

are given priority. Finally, provide material and resources support for student entrepreneurship education. The current risk of entrepreneurship is high, which inhibits students' entrepreneurial enthusiasm. Heilongjiang universities can unite with government, enterprises and banks to set up “startup funds” for students, provide financial support and stimulate their entrepreneurial enthusiasm. Promote the transformation of entrepreneurship education into results, and the local economy continues to develop [3].

4. Conclusion

All in all, the entrepreneurship education of college students in Heilongjiang can influence students' entrepreneurial enthusiasm and entrepreneurial quality. In this regard, colleges and universities should timely strengthen the entrepreneurial ideological and political education for students; increase efforts to build a team of entrepreneurial education teachers in colleges and universities, and establish an entrepreneurial education system integrating college leaders, entrepreneurial teachers, and counselors. Continuously improve the assessment and supervision system of entrepreneurship education, improve the effectiveness of entrepreneurship education, and promote the coordinated development of the local economy and society.

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