

Analysis on the Problems and Solutions of College Students' Entrepreneurship Education

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Abstract: Local college students' entrepreneurial education has received extensive attention and has become an indispensable part of the local university curriculum system. However, from the current situation of college students' entrepreneurial education, there are still many problems. The paper mainly analyzes these problems and proposes targeted solutions to improve the overall efficiency of entrepreneurship education.

1. Introduction

Entrepreneurship education is not only an effective way to solve employment problems, but also an important way to improve students' comprehensive quality. In particular, with the release of the "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities" in 2015, entrepreneurship education has been raised to the strategic level of social and economic development. At present, local undergraduate colleges and universities account for a large proportion of colleges and universities in Jiangxi Province. This makes local undergraduate colleges and universities become the main talent supply place for regional economic development. At present, undergraduate colleges in most places in Jiangxi have opened entrepreneurship education courses. Although they have achieved certain results, there is still room for improvement. Therefore, studying the development strategy of college students' entrepreneurial education in Jiangxi local undergraduate colleges and universities will help improve the quality of talent training in Jiangxi universities and provide talent guarantee for the sustainable development of Jiangxi's economy.

2. Problems in the Entrepreneurship Education of Local College Students

2.1 Cognitive bias in entrepreneurship education

2.1.1 Managers are biased towards the understanding of entrepreneurship education

At present, some undergraduate college administrators in Jiangxi Province have positioned entrepreneurship education at the level of employment guidance. They regard entrepreneurship education as a way to alleviate the employment pressure of college students, and pay too much attention to the matching of students' knowledge structure and job status. Even if some managers recognize the importance of entrepreneurship education, entrepreneurship education is limited to entrepreneurial skills, psychology, policy, situation analysis and other aspects of guidance. They did not combine entrepreneurship education with employment education, quality education, professional education and service regional economic and social development. This has led to the entrepreneurial education of colleges and universities staying at the basic level of employment education, career planning, and entrepreneurship education lectures. The value of entrepreneurship education has not been fully exerted.

2.1.2 Undergraduates have insufficient understanding of entrepreneurship education

Many local college students in Jiangxi Province have too narrow understanding of entrepreneurship education. They only identify entrepreneurship education as how to be a boss and how to form a new company. They do not realize that the most fundamental purpose of

entrepreneurship education is to improve their overall quality. This kind of comprehensive literacy promotion plays an extremely important role in the development of college students' life. Only when comprehensive literacy rises to a certain height, entity entrepreneurship can succeed. There are also some college students who believe that entrepreneurship education is only for a small number of students with innovative ability, excellent grades and good family. The first task is to learn professional courses and choose to start a business when they can't find a job. It is most important to find a stable job.

2.2 The curriculum of entrepreneurship education is imperfect

(1) The structure of entrepreneurship education curriculum is single. The local entrepreneurship education courses in Jiangxi local colleges are mostly elective courses, lacking compulsory courses and professional courses. Most of the curriculum expressions are employment guidance, career planning, business plan competitions, expert lectures, etc., which cannot satisfy students' systematic knowledge of entrepreneurial theory.

(2) The lack of effective integration of entrepreneurial education content and professional knowledge. Some local colleges and universities in Jiangxi have offered courses including entrepreneurship, entrepreneurial theory, entrepreneurship management, marketing, etc., but this does not effectively integrate entrepreneurship education courses with college students' professional courses. The entrepreneurial education accepted by college students is mostly theoretical and too Abstract, and it is difficult to provide valuable guiding significance for future entrepreneurial practice.

(3) The lack of flexibility in teaching methods. The methods of entrepreneurship education in local colleges and universities in Jiangxi are basically based on theoretical indoctrination, and the construction of practical teaching bases is insufficient. College students lack the opportunity to practice internships in practice bases, and they cannot truly apply the knowledge they have learned to practice, which leads to the disconnection between the theory and practice that college students have learned.

(4) The establishment of entrepreneurship education courses is incoherent. At present, most local colleges and universities in Jiangxi Province have started entrepreneurship education courses in the freshman semester, but the proportion of colleges that offer entrepreneurial education courses from the first year to the fourth year is very small. The lack of continuity in the curriculum is difficult to meet the continuous cultivation of college students' entrepreneurial ability.

(5) The entrepreneurship education curriculum lacks an effective evaluation mechanism. Most local colleges and universities in Jiangxi Province adopt a summative evaluation method, paying attention to the results and ignoring the process. The simplification of the subject of curriculum evaluation leads to the lack of overall evaluation of teachers, students and society, and reduces the effectiveness of curriculum evaluation. In terms of curriculum assessment, scientific and unified assessment standards have not yet been formed, and no systematic and perfect assessments have been established.

2.3 Poor entrepreneurial education environment

At present, most local universities in Jiangxi, such as Jiangxi University and Jiangxi Normal University, have already actively promoted the construction of entrepreneurship education culture within the campus, and held activities such as the Entrepreneurship Education Week. However, the cultural atmosphere, incentive orientation and evaluation system of a few colleges and universities have not been inclined to cultivate the entrepreneurial quality of college students, and there is no good environment for entrepreneurship education.

3. Strategies for solving the problem of entrepreneurial education for local college students

3.1 Transforming the concept of entrepreneurship education in local colleges and universities

3.1.1 Colleges and universities must establish a new concept of entrepreneurship education

The first is to integrate the concept of entrepreneurship education into the whole process of talent cultivation. To cultivate college students' entrepreneurial awareness, entrepreneurial spirit and entrepreneurial practice ability as the primary goal, to break the traditional concept of entrepreneurship education equals employment education. Guide college students to have a strategic vision, good communication and communication skills, and to develop a new generation of personalized entrepreneurial talents [1].

The second is to clarify that entrepreneurship education must become an integral part of professional education. Entrepreneurship education and professional education are a common combination in education, and the two are inseparable. Colleges and universities should focus on promoting the integration of entrepreneurship education and professional education [2]. Based on professional education, entrepreneurship education is integrated into the main part of the professional teaching, such as setting up teaching plans, reforming teaching methods, and updating teaching content. Promote the integration and development of entrepreneurship education and professional education.

The third is to clearly cultivate the goal of compound entrepreneurial talents adapted to local economic and social development. Local colleges and universities should take the initiative to serve the local economy and provide innovative talents for local economic development.

3.1.2 College students should establish a new concept of entrepreneurship education

The first is to guide college students to correct their attitudes and accept entrepreneurship education. Colleges and universities should guide college students to realize that entrepreneurship education can not only activate their innovative thinking, cultivate their innovative spirit and enhance their sense of social responsibility, but also an education to improve their comprehensive quality. When the comprehensive quality and thinking ability of college students are effectively improved, they can lay a solid foundation for better social progress in the future.

The second is to guide college students to be full of self-confidence, recognizing that entrepreneurship education is not a special education, but a public education. Anyone can be a future entrepreneur, and anyone is a potential entrepreneur. Entrepreneurship does not only belong to some students with rich family and good academic performance [3]. Every college student should correct his cognitive bias. During the university period, we will enhance our entrepreneurial character by stimulating our own entrepreneurial awareness, cultivating our own entrepreneurial spirit and entrepreneurial practice ability, and cultivate a strategic vision for future development.

The third is to guide the full communication between college students and their parents. College students should tell their parents about the essence of entrepreneurship education and entrepreneurship, and change the parents' prejudice against entrepreneurship education. College students must not only bid farewell to the employment mentality of "seeking stability" and "seeking accuracy", but also break the traditional concept of parents' obedience. After winning the support and respect of parents, college students are free to choose their favorite career and development direction, and maximize the potential personal and social value of college students.

3.2 Improve the curriculum system of local college entrepreneurship education

3.2.1 Construction of the content of entrepreneurship education courses

The first is to carry out a popular entrepreneurship education program aimed at improving the entrepreneurial spirit, entrepreneurial knowledge and entrepreneurial practice ability of university students. For example, entrepreneurship theory, KAB foundation, entrepreneurship, business etiquette, entrepreneurship regulations, venture capital investment and other courses.

The second is to carry out professional entrepreneurship education courses to provide potential

entrepreneurs with deeper entrepreneurial guidance. For example, courses in entrepreneurship philosophy, entrepreneurial psychology, entrepreneurship management, entrepreneurial economics, and entrepreneurial opportunity assessment.

3.2.2 Conducting coherent entrepreneurship education at grade level

Entrepreneurship education in local colleges and universities should aim at different levels of students to implement entrepreneurship education in a hierarchical and step-by-step manner based on clear goals of entrepreneurship education. For the freshman and sophomore students, the focus of the work is on the development of student entrepreneurship and entrepreneurship. For juniors, the focus of the work is on the acquisition of student entrepreneurial knowledge and the quality of entrepreneurship. For the seniors, the focus of the work is on improving the entrepreneurial ability of students.

3.2.3 Improve the teaching conditions of entrepreneurship education courses

(1) Teaching material construction. Local colleges and universities should refer to the national standard textbooks according to the actual needs of economic development, and appropriately supplement the textbooks with local characteristics to meet the requirements of local economic development. Encourage competent university teachers or members of the public to write entrepreneurial education materials with local characteristics. The successful case of college students' entrepreneurship is incorporated into the textbook, making the content of the textbook more vivid and real.

(2) Construction of teaching content. Local colleges and universities should integrate local economic characteristics into the curriculum content of entrepreneurship education, and inject new vitality into entrepreneurship education. For example, incorporating the spirit of Bayi into the content of the curriculum of entrepreneurship education not only contributes to the richness of the content of the entrepreneurship education curriculum, but also contributes to the inheritance of local traditional culture.

3.2.4 Practice base construction

Building a business practice base is not only conducive to the realization of the curriculum objectives of entrepreneurship education, but also conducive to the quality development of students, the development of the teaching team and the good communication between the university and the outside world.

First, local colleges and universities can rely on their own advantages and use their own laboratories to carry out projects such as academic science and technology innovation projects. This accumulates practical experience for students after graduation and strengthens the reserve of basic knowledge of college students' entrepreneurship.

Second, local colleges and universities should actively establish contacts with local enterprises and establish a school-enterprise cooperation platform. Colleges and universities can carry out entrepreneurship education courses in colleges and universities according to the needs of enterprises for talents, and arrange college students to go to business internships. Colleges and universities can also establish college students' science and technology industrial parks to attract enterprises to settle in and enhance students' understanding of business operations. In the process of school-enterprise cooperation, we must pay attention to the interconnection of students, teachers and enterprise personnel. Enhance mutual understanding and maximize the value of the practical platform.

Third, local colleges and universities should build a business incubator, give all-round help and training to potential entrepreneurs, and improve the success rate of college students' entrepreneurship. In accordance with the school's characteristics of running a school, colleges and universities should rationally allocate the educational resources of the school, organically combine education, training and incubation to actively mobilize students' entrepreneurial enthusiasm.

3.2.5 Conduct effective entrepreneurship education curriculum evaluation

The purpose of the evaluation of entrepreneurship education curriculum is to strengthen and

improve the curriculum and practice teaching of entrepreneurship education, and to play the role of teachers and students in the participation and supervision of entrepreneurship education curriculum. Therefore, the purpose of curriculum evaluation should serve the educational goal of cultivating college students' entrepreneurial awareness, spirit and practical ability. The Entrepreneurship Education Program is a multi-disciplinary course. The use of simple quantitative evaluation methods is not sufficient to fully understand the development of entrepreneurship education. This requires the comprehensive evaluation of entrepreneurial education evaluation to use quantitative evaluation methods and quality evaluation methods to achieve the purpose of comprehensive evaluation. For example, a cooperative evaluation method, a portfolio evaluation method, and the like can be used in combination.

3.3 Creating an excellent environment for entrepreneurship education in local colleges and universities

3.3.1 Strengthening the construction of entrepreneurial concept culture

First, local colleges and universities can build entrepreneurial education ideas by cultivating university spirit, updating university culture, concise school motto, and cultivating school spirit, so that entrepreneurial education thoughts can reach the hearts of teachers and students.

Second, local colleges and universities can strengthen entrepreneurship education by carrying out rich and colorful campus cultural activities. Such as symposiums, tea parties, forums and other forms to create an entrepreneurial culture atmosphere. University teachers and students receive a gradual and progressive cultural edification, which can cultivate their own entrepreneurial outlook and strengthen the construction of entrepreneurial concept culture.

3.3.2 Strengthening the construction of entrepreneurial system culture

The first is to formulate guiding opinions for promoting entrepreneurship education. Colleges and universities should closely cooperate with the spirit of relevant national documents and formulate guiding opinions on promoting entrepreneurship education. For example, the entrepreneurship education work program, the basic requirements of entrepreneurship education teaching. From the aspects of entrepreneurship education, curriculum teaching, practical teaching, publicity research, financial support, incentive mechanism, and teacher construction, the guiding ideology, overall goals, implementation principles, and implementation contents of the construction are clarified.

The second is to formulate various work management documents for entrepreneurship education. College entrepreneurship education involves teaching, practice, project management, base management, and teacher construction. Targeted management methods and regulations should be formulated for all aspects of entrepreneurship education, indicating the operational processes and operational rules of each work. This promotes the smooth development of teaching and practical work in entrepreneurship education.

4. Conclusion

In summary, local college students' entrepreneurship education is a systematic process involving teaching courses, teaching environment, teaching evaluation and many other aspects. It requires the cooperation of schools, students, teachers and education management departments to truly improve the efficiency of entrepreneurship education.

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