

The Research and Design of Entrepreneurship Education System of Marketing and Business Major in Higher Vocational Education Based On "Three Halls"

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Abstract: Higher vocational colleges are an important part of China's education system. Under the social tendency of "mass entrepreneurship, mass innovation", higher vocational colleges shoulder the important mission of training innovative and entrepreneurial talents. Integrating Internet technology into the construction of innovation and entrepreneurship system in higher vocational colleges can promote its further sound development. At the same time, under the background of "Internet +", there are still problems in the innovation and Entrepreneurship of higher vocational colleges, such as lagging behind in consciousness, lack of resources and insufficient attention to practical links. The article puts forward the construction ideas of perfecting the mechanism of innovation and entrepreneurship, increasing investment in educational resources and strengthening practical education, so as to ensure the effectiveness of the new venture system.

1. Analysis of the current situation and problems about entrepreneurship education in Higher Vocational Colleges

1.1 Experience of entrepreneurship education in foreign universities

Entrepreneurship Education in Colleges and universities started from the "undergraduate entrepreneurship program competition" in the 1980s in the United States. In 2001, more than 1500 universities and colleges in the United States provided entrepreneurship courses. At present, many entrepreneurship education courses in foreign universities have formed a curriculum system of entrepreneurship education. According to Kauffman Foundation's entrepreneurship Leadership Center, entrepreneurship education is a process of providing individuals with the knowledge and skills needed to grasp the opportunities that others do not notice, and a process of cultivating students' insight and self-confidence in the uncertain issues of others. Foreign experience shows that the goal of entrepreneurship education is not only to teach people to fish, but also to teach people to fish; entrepreneurship education should not only include curriculum system, but also non curriculum system, which is a system engineering.

1.2 Brief history of entrepreneurship education in domestic universities

China's entrepreneurship education began with the student entrepreneurship program competition held by Tsinghua University in 1998. Subsequently, the "Challenge Cup" entrepreneurship plan competition sponsored by the Central Committee of the Communist Youth League and other units effectively promoted the development of entrepreneurship education in China. In 2010, the Ministry of Education issued the opinions on vigorously promoting the innovation and entrepreneurship education in Colleges and universities and the work of College Students' independent entrepreneurship, which requires colleges and universities to carry out innovation and entrepreneurship education for all students. In the whole process of talent training, based on professional education, the core is to cultivate students' innovation spirit, entrepreneurship awareness, entrepreneurship ability and social responsibility. In August 2012, the Ministry of Education issued the basic requirements for entrepreneurship education in general undergraduate schools (Trial),

which ushered in a new development period of innovation and entrepreneurship education in undergraduate colleges and universities in China.

1.3 Analysis on the problems of entrepreneurship education in Higher Vocational Colleges

According to the 2012 annual report on the quality of personnel training in China's higher vocational education, 2.2% of the 2011 graduates surveyed started their own businesses. According to this ratio, in the past three years, vocational colleges have nearly 180000 businesses. According to the survey of Mycos, only 7% of the graduates who started their own businesses in 2011 started their own businesses because they didn't find a suitable job. Their main entrepreneurial motives were "ideal is to be an entrepreneur" (46%), "have a good business project" (19%) and "have a good future income" (12%). These data show that the ideal of entrepreneurship, project quality and expected income have become the three driving forces of self-entrepreneurship of vocational college graduates. It shows that the fundamental purpose of entrepreneurship education in higher vocational colleges is not to solve the immediate employment problem. But through the cultivation and training of students' innovation spirit, entrepreneurship quality and entrepreneurship ability, we can activate "entrepreneurship gene" for students, so that students can have sustainable development "energy" in their own career, have greater choice space, and help them have the ability of individualized employment when necessary.

Although higher vocational colleges pay more attention to entrepreneurship education at present, there are many misunderstandings and problems in the specific implementation of innovation and entrepreneurship education. Compared with the development of entrepreneurship education in foreign and even domestic undergraduate colleges, there is a big gap, far from the entrepreneurial needs of students. There are:

(1). Regard entrepreneurship as the behavior of a small number of individuals, and be satisfied with providing entrepreneurial guidance services for a small number of students with entrepreneurial desire, while consider that the general entrepreneurship education for students is dispensable.

(2). Entrepreneurship education often stays in classroom teaching. There are many problems in entrepreneurship education, such as inflexible curriculum, disconnection between entrepreneurship curriculum and professional curriculum, and single curriculum content.

(3). It is considered that entrepreneurship practice is mainly to carry out entrepreneurship plan competition and operation of entrepreneurship simulation software, which is difficult to dynamically reflect all kinds of practical problems encountered in the process of real entrepreneurship.

(4). Some schools have established university students' Entrepreneurship parks or "entrepreneurship Street" to guide students to start and operate companies. However, due to the limitations of funds and venues, most students are often difficult to participate in this kind of effective entrepreneurial practice.

(5). Due to the fact that some vocational colleges focus on agent joining, shop operation or online shop opening, which belongs to the category of marketing trade, and the teachers of entrepreneurship education mainly focus on marketing trade, many colleges think that entrepreneurship is mainly to do some marketing trade, which is not enough to popularize and radiate the students of other professions.

2. Necessary Analysis on the establishing entrepreneurship education system for marketing and business majors of the College

2.1 The strategic needs of the state for training a large number of innovative and entrepreneurial talents

The guiding opinions of the State Council on further promoting reform and opening up and economic and social development in the Yangtze River Delta clearly put forward to speed up the development of modern service industry and strive to form a service-oriented industrial structure. In 2010, the service industry accounted for more than 40% of the GDP of Jiangsu Province. The structure of employees in the three industries has achieved an important transformation of "three,

two and one". It is proposed that the proportion of employees in the service industry in the whole society will increase by more than 1% every year during the "12th Five Year Plan" period. The development of regional modern service industry will surely require a large number of marketing and trade talents, including those who start their own businesses.

According to the analysis report on market supply and demand of talent service institutions in some provinces and cities in the first quarter of 2015 released by China human resources market network, 3.474 million jobs were offered, of which the demand for marketing professionals still ranked first, accounting for 28.38%. By the end of 2014, more than 900 of the 1280 Higher Vocational Colleges in China had set up marketing majors. According to the information of talent recruitment, the current employment situation is that the non-marketing jobs of the marketing graduates and the non-marketing jobs of the marketing graduates coexist, while the proportion of 2.2% self-Entrepreneurship is not high, which shows that entrepreneurship education has a long way to go, has great potential and space Big.

2.2 The internal needs of the development and expansion of marketing major of the College

Nanjing Institute of chemical technology is one of the construction units of one hundred backbone Vocational Colleges in China. Zhongshan Science and technology innovation park of Nanjing University became the provincial science and technology innovation park of Jiangsu Vocational Colleges in 2012. In 2013, the Ministry of education and the Ministry of science and technology jointly recognized the University Science and Technology Park of Nanjing University as the practice base of university students' science and technology innovation. In 2013, the university students' innovation park became the Nanjing Municipal University Students' Innovation Park. In 2012, the marketing specialty group with marketing as the core specialty became the key construction specialty of Jiangsu Province's "12th Five Year Plan" colleges and universities, with more than 10 projects funded by the specialty above the provincial level. The professional construction, curriculum construction and teaching practice achievements of teachers have won more than 10 provincial and above awards, including the national commercial science and technology progress award, which has higher advantages and impacts in the same specialty loud force. Compared with engineering majors, marketing and business majors need to improve students' entrepreneurship, entrepreneurial knowledge, entrepreneurial skills, entrepreneurial quality, entrepreneurial practice ability, so as to improve students' professional skills and social competitiveness. In recent years, the marketing major of the college has explored and implemented entrepreneurship education, researched and designed the entrepreneurship education curriculum system integrated into the professional courses, various forms of student entrepreneurship practice activities have been vigorously carried out, organized extracurricular entrepreneurial interest group activities of students, held marketing skills competition with Entrepreneurship plan as the main content every year, and built the online Entrepreneurship Center for college students. Based on the achievements of the marketing professional entrepreneurship education system integrated by the "three halls", he won the excellent thesis of the 2013 academic annual meeting of China Vocational Education Association, and made a keynote speech and exchange at the special forum of "employment and entrepreneurship education mode innovation of vocational colleges" at the academic annual meeting. Over the past few years, more than 40 student teams have won different kinds of competition awards sponsored by China Invention Association, China Business Federation, Jiangsu Provincial Committee of the Communist Youth League, Jiangsu Provincial Department of education, China Society of higher education and other units, and the graduation design with entrepreneurship as the theme has won the first prize of 2011 excellent graduation design of college students in Jiangsu Province.

The college is dominated by engineering majors. At present, many majors haven't set up marketing and entrepreneurship courses. Through the research and design of the entrepreneurship education system of marketing majors in the college, the outstanding problems existing in the current entrepreneurship education in vocational colleges, especially in the construction of the entrepreneurship education system, can be effectively solved to improve the effectiveness of

entrepreneurship education. At the same time, the college aims at the students majoring in science and engineering and gives full play to the demonstration firing.

3. Main contents of the construction of entrepreneurship education system for marketing major of the College

After several years of research, design and practice improvement, the main goal of the construction of entrepreneurship education system for marketing major of the college is to integrate "three aspects", that is, to build a curriculum system of entrepreneurship education including integration of theory and practice, an activity system of entrepreneurship education combining general education with special education, a progressive training system of entrepreneurship education, an evaluation system of entrepreneurship education combining internal and external education, etc., so as to realize the first classroom (Curriculum) The second classroom (activities) and the third classroom (practical training) are organically integrated.

3.1 The first classroom: a curriculum system of entrepreneurship education integrating theory with practice

The first classroom is a classroom teaching activity integrating theory and practice, and a project-based curriculum system of entrepreneurship education is designed.

The curriculum system of entrepreneurship education needs to be constructed from the aspects of entrepreneurship consciousness, innovation spirit, entrepreneurship knowledge and ability, entrepreneurship quality training, etc. Specifically, it includes business opportunity identification, creativity and ideas, resource demand and business plan, venture financing, project management, profit model, risk control, etc. Among them, entrepreneurship consciousness, entrepreneurship spirit and entrepreneurship quality are mainly reflected in the basic courses of entrepreneurship offered by the college. As the courses of marketing specialty, such as market research and prediction, marketing planning, product sales, customer management, business communication, are important entrepreneurship courses in themselves, we have integrated and reconstructed all professional courses, formed a curriculum system of both entrepreneurship education and professional education, and realized the curriculum system and specialty of Marketing Specialty entrepreneurship education. The curriculum system is deeply integrated. For example, the integration of business planning and marketing planning; the integration of entrepreneurship management and business operation management and marketing management; the integration of business opportunity identification, creativity and ideas and three courses of market analysis; the integration of entrepreneurship financing, profit model, risk control and marketing cost control and risk prevention model. The form of integration can run through professional courses, or set up separate projects or design separate tasks in projects.

For example, "marketing management" course, according to the requirements of the ability and quality of the relevant positions of the enterprise, designed and developed five projects and corresponding tasks to meet the needs of the development of the enterprise and the actual work of completing marketing management and the management of the start-up company, while meeting the knowledge and ability needs of several aspects of the management of the start-up company.

Entrepreneurship education curriculum needs to take into account the common and individual characteristics of students. Therefore, in the form of courses, compulsory courses are set up to provide students with more systematic basic knowledge and skills training of entrepreneurship, and elective courses or expansion courses of entrepreneurship education are set up, so that students can choose courses that meet their personal characteristics or needs. At the same time, we should enrich and expand the entrepreneurial resources of the online Entrepreneurship Center for college students.

3.2 The second classroom: the activity system of entrepreneurship education with both general and special considerations

The second classroom is closely related to the first classroom, which helps students transform the entrepreneurial knowledge of the first classroom into the extracurricular entrepreneurial education activity system of entrepreneurial skills.

(1). Publicity activities. We will give full play to the leading role of Party and League organizations and student associations, and hold such activities as essay solicitation, speeches, forums, debates, window newspaper publicity, and report meetings in the field of entrepreneurship, so as to make education enjoyable.

(2). Academic activities. Give full play to the guidance of professional teachers, hold Entrepreneurship Forum; invite entrepreneurs to hold special lectures, introduce the specific steps and procedures of establishing enterprises, experience and lessons of operating enterprises, etc.; carry out research-oriented activities such as college students' entrepreneurial interest groups, innovative and entrepreneurial training programs, carry out team entrepreneurial simulation training, from looking for business opportunities to making entrepreneurial plans and establishing entrepreneurial teams, simulate the whole process of entrepreneurship management. Through the activities, we can improve the students' perceptual knowledge of the entrepreneurial process, encourage their entrepreneurial confidence, and prepare for the psychological and quality of entrepreneurial challenges.

(3). Competition activities. Carry out marketing and entrepreneurship skills competitions, which can be thematic competitions such as advertising scheme design, promotion scheme, research scheme, investment analysis, etc., or comprehensive competitions such as entrepreneurship case analysis, business management sandbox, entrepreneurship plan writing, etc., organize to participate in domestic and foreign marketing and entrepreneurship competitions, and train students to conduct market investigation and marketing planning in line with core entrepreneurial skills. The ability of team management, operation management, cost control and risk prevention as well as the quality of team cooperation, overcoming difficulties and climbing the peak forever.

3.3 The third classroom: the training system of entrepreneurship education

The third class is the entrepreneurial practice training system in which students participate with the main task of ability improvement and quality cultivation.

Knowledge is the accumulation of other people's experience and can be imparted. Through entrepreneurship education courses and activities, students can learn and consolidate their entrepreneurship knowledge. Ability is the accumulation of one's own experience and cannot be taught. Entrepreneurial ability is not taught but practiced. Aiming at the improvement of ability, we have designed a three practical and progressive practical training system of entrepreneurship education from entrepreneurship training, entrepreneurship practice to entrepreneurship practice, so as to realize the progressive systematic practical training of marketing students from entrepreneurship simulation, entrepreneurship system to entrepreneurship practice.

(1). Entrepreneurship training - Entrepreneurship simulation

According to the three-year professional training arrangement of higher vocational education, we have designed eight main aspects of entrepreneurship training: entrepreneurship awareness training, business communication training, market research training, entrepreneurship planning training, stock simulation trading training, ERP training, product sales training, international trade training, etc. And the content of entrepreneurial skills training should be integrated into the single training and comprehensive training courses of marketing specialty, so as to deepen the understanding of entrepreneurial knowledge and improve entrepreneurial skills.

(2). Entrepreneurial practice - entrepreneurial experience

By arranging students to experience in the university entrepreneurship practice base such as the college students' entrepreneurship center and the college science and Technology Innovation Park, as well as to practice in the off campus entrepreneurship practice base, using the social practice in

summer or part-time job to provide students with practical opportunities to improve entrepreneurship skills and entrepreneurship quality. Give full play to the role of chemical business consulting service center, let students participate in Teachers' projects, undertake special or comprehensive tasks in research and analysis, marketing planning, sales trade, customer management, business management entrusted by cooperative enterprises, and business consulting services, business information services and business training services in domestic trade, international trade, online trade, etc To improve the awareness and skills of entrepreneurship.

(3). Entrepreneurship practice - entrepreneurship practice

Entrepreneurship studio. According to the professional characteristics of marketing students and the characteristics of students, for projects with basic entrepreneurial conditions, students' entrepreneurial studio should be established first through audit. Professional teachers or entrepreneurs guide students in the process, procedure, creativity, entrepreneurial plan and entrepreneurial practice of marketing and entrepreneurship.

Start a business online. At present, the low success rate of College Students' Entrepreneurship mainly comes from investment funds, product marketing, relationship maintenance and other aspects. Due to the characteristics of high radiation, high attraction, high interaction and low risk of the network, online entrepreneurship is a better way to practice entrepreneurship. At present, the college students' online entrepreneurship center has established entrepreneurship stores, second-hand goods trading network and specialty trading network, which can allow more professional students to carry out independent entrepreneurship practice. At the same time, students are encouraged to start businesses and expand business areas and business scope on taobao.com and alibaba.com.

Stores. When the conditions are mature, guide and encourage students to set up some business shops with less investment, quick effect and small risk in the college students' business center. In Nanjing Chemical Industry Park and university students' science and technology entrepreneurship Park of city and district, some investments are made, and entrepreneurship entities with certain technology content are established, so as to guide university students to introduce venture capital and take the road of science and technology entrepreneurship combining production, learning and research.

3.4 Evaluation system of entrepreneurship education combining internal and external

According to the characteristics of entrepreneurship education, this paper studies and designs an internal and external evaluation system of entrepreneurship education, which includes the participation of schools, enterprise bases, experts, entrepreneurs and other social organizations. It covers three classes, designs credits that must be completed and credits that reward achievements, and formulates incentives.

The main body of the evaluation of entrepreneurship education achievements is diverse, including schools, enterprise bases, experts, entrepreneurs and other social organizations.

The evaluation scope of entrepreneurship education achievement is diverse, covering three classes, including curriculum assessment, activity assessment, practice assessment, etc.

The evaluation methods of entrepreneurial education achievements are diverse, including knowledge assessment, work evaluation, activity effect evaluation, competition results, entrepreneurial management achievements, etc.

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