

# Construction Principles of the Course System of Entrepreneurship Education from the Perspective of Professional Construction

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**Abstract:** The basic discipline characteristics of entrepreneurship education research have emerged, which lays a foundation for the establishment of entrepreneurship education specialty in universities, and also provides feasible conditions for the construction of entrepreneurship education curriculum system in the need of specialty construction. Taking the course system of entrepreneurship education established by Wuhan University of Technology as an example, this paper explores the principles of course system construction of entrepreneurship education, with a view to providing reference for the course system construction of entrepreneurship education in China's universities.

## 1. Introduction

There are broad and narrow definitions of entrepreneurship education in domestic and foreign academic circles. Generally speaking, entrepreneurship education in broad sense refers to a modern educational concept, focusing on cultivating students' entrepreneurship consciousness, spirit and ability, which is a kind of ability education rather than academic education. In a narrow sense, entrepreneurship education refers to the cultivation of students' ability to start enterprises. The entrepreneurship education discussed in this paper tends to be entrepreneurship education in a narrow sense. Specifically, through setting up the curriculum system of entrepreneurship education, reforming teaching content and teaching methods, students' entrepreneurship consciousness is constantly strengthened, students' entrepreneurship law is helped to grasp, students' entrepreneurship skills are improved, and entrepreneurship can be trained to start Enterprises Entrepreneurial talents.

In the face of the great strategic demand for entrepreneurship talents for accelerating the transformation of the mode of economic development and the rapid rise of strategic emerging industries in China, it has become a consensus to strengthen entrepreneurship education for college students in higher education to a certain extent. But the question of whether entrepreneurship can be taught never stops - does entrepreneurship need learning? What does entrepreneurship learning include? Behind the theory of entrepreneurship without learning, China has not formed an independent discipline of entrepreneurship. Under the current education system, China has failed to set up corresponding entrepreneurship education majors according to the needs of the market, and failed to establish corresponding curriculum system of entrepreneurship education majors. Without the support of discipline and specialty, the education of entrepreneurship universality will not go far. Specialty should be adjusted according to market demand. As an important part of specialty, curriculum system of entrepreneurship education is imperative. This paper discusses the construction of curriculum system of entrepreneurship education from the aspects of feasibility and necessity, objectives and principles of curriculum system design.

## 2. Feasibility and Necessity of Course System Construction for Entrepreneurship Education Major

Curriculum construction is a dynamic balancing process among discipline research, students' needs and social needs. At present, the conditions for building curriculum system of entrepreneurship

education have basically been formed.

## **2.1 The basic characteristics of entrepreneurship education gradually develop**

Firstly, there are systematic theories and a large number of literatures on entrepreneurship education research, and special academic journals have been developed. Innovation and entrepreneurship education, sponsored by Central South University, has become an academic journal specializing in Entrepreneurship education. Secondly, the unique field of entrepreneurship research has initially formed, and its main contents include: entrepreneurship has been studied. Cheng, the characteristics of entrepreneurship behavior, entrepreneurship of small enterprises, business planning, venture enterprises and financing of small enterprises, etc., have developed a relatively clear direction of education and training objectives for entrepreneurship education [1]. Thirdly, academic authoritative professional associations for entrepreneurship have been established, and formal disciplines usually have professional associations, which were established in 2010 by the Chinese Higher Education Association. Fourthly, entrepreneurship culture is prevalent. At present, the global and our country attach unprecedented importance to entrepreneurship, and the society is more and more open to entrepreneurship education.

## **2.2 Rigid Demand of Entrepreneurial College Students**

Colleges and universities are active in some groups of students who love independent entrepreneurship. They love "tossing" and "doing business". Although they often encounter setbacks, they are also happy to do so. This is a common phenomenon in Colleges and universities. Especially under the background of "double-creation", the entrepreneurial practice of college students is even more popular. However, college students' entrepreneurship group lacks sufficient entrepreneurial experience and rational value orientation. They have some shortcomings such as lack of entrepreneurial experience, lack of innovation consciousness, low entrepreneurial ability, perceptual utilitarianism and blind entrepreneurial behavior. This part of the group needs systematic entrepreneurship knowledge imparting, entrepreneurship skills training and entrepreneurship ability upgrading, and needs to enjoy the same higher education treatment as applied talents and research talents, and get fair educational resources.

There is also a view that entrepreneurs are born, or exercised in practice, rather than educated. For this problem, entrepreneurship research has carried out some empirical studies to prove the positive impact of entrepreneurship education on graduates'successful entrepreneurship. "Although it is difficult to measure the direct impact of entrepreneurship education on entrepreneurship, a series of surveys have pointed out that entrepreneurship education has a positive impact on graduates'career paths. The entrepreneurship rate of graduates with entrepreneurship education background is three times higher than that of graduates who have never received entrepreneurship education. The high-tech entrepreneurship rate of graduates with entrepreneurship education background is 13% [2]. A series of studies have confirmed that although personality is hard to be influenced by entrepreneurship education, entrepreneurship knowledge can be learned, entrepreneurship laws can be imparted, and teaching entrepreneurship skills can contribute to the emergence of entrepreneurship behavior [3].

## **2.3 The Demand of Entrepreneurial Talents for Social and Economic Development**

The rise of global entrepreneurship education is closely related to the transformation of the world economy, and entrepreneurship education is the internal driving force to promote economic development. A new round of technological revolution and technological revolution needs innovative entrepreneurs to promote. Some scholars believe that the rapid growth of China's economy is largely due to entrepreneurs entering the social and economic fields, thus activating the enthusiasm of entrepreneurship in the whole society. Those who discover opportunities, integrate resources, take risks and create. Value-creating entrepreneurship has become an important engine and driving force for China's economic development. The cultivation of entrepreneurship talents needs entrepreneurship education. We must renew our educational concepts, build up the curriculum

system of entrepreneurship education based on entrepreneurship education specialty, and shape the future entrepreneurship group, so that it can become the driving force of industrial upgrading, scientific and technological progress and economic development.

### **3. Current situation of curriculum system of entrepreneurship education in Colleges and Universities**

At present, the course construction of entrepreneurship education in Colleges and universities has gone through several stages: the first stage is to add entrepreneurship education content to the existing course of "Employment Guidance for College Students", which regards entrepreneurship as a way of employment; the second stage is that KAB education sprang up in China in 2007, relying on KAB project to train teachers and carry out course construction. The third stage is the current curriculum situation. Most colleges and universities have offered elective or compulsory courses according to the requirements of the Ministry of Education's "Course Basis of Entrepreneurship Education". At the same time, innovative entrepreneurship education is integrated into professional education, and entrepreneurship courses with professional characteristics are offered. Cheng, such as Biotechnology and Entrepreneurship, Engineering Practice and Technology Entrepreneurship, Functional Synthetic Materials and Innovative Entrepreneurship, etc. This is just the curriculum design of entrepreneurship education at the universal and general level in universities, focusing on the specific details in the process of entrepreneurship. The entrepreneurship curriculum is fragmentary, lacking systematic and holistic design ideas, and has not yet formed an independent and systematic curriculum system for the cultivation of entrepreneurship talents, which greatly restricts the entrepreneurship talents. Develop in-depth sustainable development. For this reason, this paper takes the rudiment of the curriculum system of entrepreneurship education major of Wuhan University of Technology as an example, and puts forward the principles of systematic curriculum system construction of entrepreneurship education from the perspective of professional construction.

### **4. Principles for Constructing the Course System of Entrepreneurship Education**

#### **4.1 The setting of curriculum content follows the principle of objective**

The goal of entrepreneurship education is the basic basis and center of the curriculum of entrepreneurship education. It is the starting point and destination for entrepreneurship education to choose educational content, determine educational methods and combine educational measures. The orientation of the curriculum of entrepreneurship education reflects the ideal, pursuit and belief of the curriculum system construction of entrepreneurship education, and reveals the inherent logic, the ultimate value and ideal pursuit of the curriculum system construction of entrepreneurship educators. It should be said that educational objectives play a guiding and decisive role in curriculum content setting [5].

The goal of entrepreneurship education is to continuously strengthen students'awareness of entrepreneurship, help them master the law of entrepreneurship, improve their entrepreneurial skills, and cultivate entrepreneurship talents who can start enterprises. According to the goal of entrepreneurship education, the curriculum system should be a close curriculum aggregation featuring the symbiosis, complementarity, interrelation and mutual support of relevant courses and resources, and the content of entrepreneurship curriculum should be based on the goal and logical main line of training entrepreneurship talents with Entrepreneurship and ability to start enterprises for the future industrial development. Settings should include five latitudes: 1. Know why to start a business? This latitude is directed to the attitude, values and motivation of entrepreneurship; 2. Knowing the qualities entrepreneurs should possess (entrepreneurship), pointing to the main self of entrepreneurship; 3. Knowing what entrepreneurship is? Point to the latitude of entrepreneurial knowledge; 4. Know how to start a business? Point to the latitude of entrepreneurship ability; 5. Know the opportunity of entrepreneurship, point to the grasp of entrepreneurship environment.

#### **4.2 The curriculum system should follow the growth law of entrepreneurs**

The basic aspect of "entrepreneurship" is entrepreneurs and projects. In their relationship, entrepreneurs are the main aspect and play a leading role. Its leading role is embodied in the practical process of generating entrepreneurship ability. The ability of entrepreneurs is mainly to understand and apply the special law of entrepreneurship, which is embodied in the ability to create and integrate resources and control capital elements, to understand, understand and grasp specific projects, to understand the links of project operation, to know the steps of enterprises towards survival, and to understand the facts of the development of new enterprises. Learn to create business models. The curriculum system of entrepreneurship should take into account not only the content and scope of entrepreneurship knowledge and skills that entrepreneurs need to master, but also the gradual process of entrepreneurship cultivation.

The cultivation of entrepreneurship for entrepreneurs should also be a very important aspect of curriculum content. As an entrepreneur's inherent temperament, personality characteristics, business habits, ideological realm and creativity, entrepreneurship is an invisible condition affecting the implementation of enterprise and entrepreneurship activities. In other words, entrepreneurship is the comprehensive ability of entrepreneurs in the establishment and management of enterprises, and it is an invisible resource. This paper summarizes the research on entrepreneurship in Chinese academic circles. The main characteristics of entrepreneurship are honesty, innovation, social responsibility and risk taking. In addition, collaboration, rationality, persistence and tolerance are also considered to be the characteristics of a successful entrepreneur. Although the cultivation of entrepreneurship is not as rapid as the specific entrepreneurial knowledge and skills can be "duplicated" imparted, it can also be transmitted through certain humanities curriculum settings, through the design of practical activities to cultivate, through education to acquire and inherit. "The mystery of entrepreneurship is neither magic nor mystery, nor genetics. It is only a subject, like other disciplines, which can be learned "[8].

#### **4.3 The setting of curriculum system should follow the law of enterprise formation.**

Creating an enterprise is a process that starts with project selection and ends with the birth of the enterprise and its operation. The process of entrepreneurship is a chain of successive undertakings and interlocking links. This process presents three distinct stages with prominent features: option-simulation-operation [9]. The three stages are not logical deduction and subjective setting. They are the differences of objective forms and characteristics in the real process of entrepreneurship. The differences differ from each other because of the different goals of the stages and the different problems to be solved, showing the characteristics of sequential occurrence, insurmountable, irreversible and unavoidable. This requires that when setting curriculum content and progress, we should solve specific problems in stages according to the process of enterprise birth-development-survival, and build up our own gradual vertical structure.

#### **4.4 The curriculum system should follow the practical characteristics of entrepreneurship**

Establishing enterprises has innate practical characteristics. Choosing a project is a practical process, which is to complete the understanding, confirmation and grasp of the project through the practice of others or their own exploratory practice. It is to discover the project in-depth practice, to put the formulated project into practice to test, and to determine the "simulation" of the project is to use the smallest exploratory party. The mode and virtual method can complete the comprehension, balance and grasp of the comprehensive application of project elements, and the "operation" of enterprises is a complete practical process.

When constructing the curriculum system, we should highlight the characteristics of entrepreneurship practice, set up entrepreneurship simulation courses and entrepreneurship practice courses. Simulated courses refer to the use of entrepreneurial theory and organization of various entrepreneurial simulation activities for entrepreneurial simulation training, such as sand table training, entrepreneurship contest; entrepreneurial practice is a direct business activity, which

constantly adjusts and strengthens knowledge in the process of small-step entrepreneurship attempt. In organizational practice teaching, we can learn from the cultivation of entrepreneurship in military education, clinical practice teaching in medical education and case teaching in law education.

## **5. The rudiment of curriculum system of entrepreneurship education specialty**

The College of Entrepreneurship of Wuhan University of Technology has set up a pilot class of entrepreneurship education for freshmen with Entrepreneurship enthusiasm and potential. In 2016, it has set up a training program. According to the principles of goal, entrepreneur growth, enterprise formation and practice, it has initially established a professional curriculum system of entrepreneurship education. Pilot courses on entrepreneurship education have been established in 2017.

### **5.1 The goal of curriculum design**

Through systematic training of entrepreneurship thinking, training of entrepreneurship quality, learning of entrepreneurship knowledge, training of entrepreneurship skills and incubation of entrepreneurship projects, high-quality talents with outstanding entrepreneurship and strong entrepreneurship ability can be trained to start enterprises.

### **5.2 Curriculum content and credits**

The curriculum content follows the growth law of entrepreneurs and the law of enterprise formation, respects students' individual interests and development direction, and divides the whole curriculum content into public basic compulsory courses, public basic elective courses and professional compulsory courses (entrepreneurship) according to the curriculum module distribution of general specialty in schools. Knowledge and skills, entrepreneurship quality and ability, entrepreneurship industry awareness, entrepreneurship practice, professional elective courses, personality courses, five curriculum categories, a total of 150 credits.

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