On the Problems of Promoting Entrepreneurship Education of Local Undergraduate Universities in the Background of the Transformation and Development

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Abstract. This paper based on the transformation of the thinking of schools in the context of transformation, focuses on the problems faced by entrepreneurship education. Try to explore the curriculum system, the teaching staff, and the new form and content of education practice. To provide reasonable Suggestions for solving the bottleneck problems in the development of local universities in transition.

Introduction

Entrepreneurship education is called the "third passport" by UNESCO, is the equivalent of academic education and professional education. The entrepreneurship education doesn't mean that teach you how to start your business. First of all, starting a business is not the same as focusing on a single profitable business operation, but focusing on the thinking and action patterns of people in daily life. Therefore, colleges and universities to carry out the purpose of entrepreneurship education is to cultivate students pioneering spirit and entrepreneurial ability, to meet with the challenge of globalization and knowledge economy era, update the employment idea, broaden the employment channels, and new options include entrepreneurship in future career. More importantly, let students learn to think like entrepreneurs. Secondly, the entrepreneurial practice needs to provide the theoretical basis of education, that is, through theoretical enrichment and knowledge reserve, the future entrepreneurs have higher emotional intelligence and corresponding entrepreneurial ability. In the context of reorientation and transformation, education has become the local university to deepen the teaching innovation of education, to achieve high quality education and to provide strong support for the development of the times and economic construction. According to the times characteristics and local universities, unscramble the transition of the educational philosophy, science to determine local undergraduate universities transformation under the background of the development of entrepreneurship education curriculum system, entrepreneurship education teachers and entrepreneurship education practice of the new form, new content, to adapt to the new development in the transformation of local undergraduate and universities.

Transformation of Educational Philosophy in the Context of Transformation and Development of Local Universities

Local undergraduate universities are aimed at cultivating the application-oriented talents needed for the development of local economic and social development. Local universities should transform and develop. It is imperative that the philosophy of running schools should be transformed from the pursuit of elitist education to the application of technology universities. The key points of the transformation of local colleges and universities include: the transformation from "subject standard" to "employment standard". Include at least the contents related to the "transition" in local colleges of type orientation, educational philosophy and educational idea, development path, the governance structure, system, discipline, training target, training mode, teachers, teaching mode, evaluation and management services, elements of integration, cooperation, opening up and campus culture and so on elements.
Setting up the Education Curriculum System under the Background of Transformation and Development of Local Undergraduate Institutions

The goal of education, a local undergraduate institution, is based on the concept of school transition, social development needs and student development. The ultimate goal is to cultivate the independent entrepreneurial talents under the conditions of the ripe time, and set up the employment view of self-employment to solve the problem of college students' employment difficulties. According to the transformation of local undergraduate colleges and universities to carry out the entrepreneurship education to the students' basic quality requirement, entrepreneurship education course content can be "emotion" and "general knowledge" and "entrepreneurial competence" three dimensions, thus forming the pioneering interest courses, general course, entrepreneurship, practice three basic course modules. Interest classes focus on students to arouse and cultivate students' entrepreneurship, general courses focus on the student the accumulation of basic knowledge, ability, practice courses focus on the student entrepreneurship training of practical ability.

Entrepreneurship interest course module

One kind is the classroom teaching, such as "college students' career planning", "the entrepreneurial psychology", "business ethics and norms" and so on, also can use the report in the form of lectures, such as entrepreneurial achievement report, entrepreneurship lectures. Another form of entrepreneurial activity is conducted in the form of entrepreneurial salons, entrepreneurship surveys and start-up plans competitions.

Entrepreneurship communication course module

From the goal of professional training, according to the internal logic system and the relationship between the related disciplines of entrepreneurship, various courses of entrepreneurship education are set up. The course of entrepreneurship is mainly in the form of public, professional and core courses.

Entrepreneurial ability and practical course module

It can be divided into two categories: entrepreneurial activity curriculum and entrepreneurship training course. Entrepreneurship courses focus on campus entrepreneurship activities, such as entrepreneurship interest groups, business planning contests, and analog marketing, to cultivate students' basic entrepreneurial qualities. Entrepreneurship training courses are designed for students who are ready to start their own business and have entrepreneurial tendencies, to improve students' practical skills for starting their own business."Entity" training courses refer to platforms such as entrepreneurship centers, incubators and innovation bases to carry out various entrepreneurial training programs."Network" training courses refer to the Internet environment, making students accept online entrepreneurship instruction and training through "virtual" entrepreneurship platform.
The Teaching Staff of Entrepreneurship Education

The construction of the education teaching team is a key factor for the success or failure of college students entrepreneurship. Effectively carry out university student entrepreneurship education, cannot be without a high level of entrepreneurship education faculty. Strengthen and perfect the entrepreneurship education teachers team construction, is the transformation of local undergraduate colleges development under the background of practice of the important tasks of entrepreneurship education, promote the development of college students, promote entrepreneurship education in local colleges reform, realize the local colleges and regional economic and social development of coupling interaction.

The selection and training of education teachers

In the transition, the local undergraduate universities in the selection of entrepreneurial teachers at the time explicitly required the teachers should have a master degree or higher degree, special circumstances can be bachelor degree. Rich practical experience should be one of the best conditions. The age structure should be the main strength of 35-50 years old, and the reasonable age structure under the age of 50 and under 35 years old. Professional structure should be based on the professional background of economics and management, covering other professional backgrounds. Meanwhile, foreign universities pay great attention to the training of education teachers and improve the quality of education teachers. As a part of the transformation of the local undergraduate institutions specialized training, the entrepreneurship education teacher has the entrepreneurial expertise and entrepreneurial skills. Organize teachers to participate in entrepreneurship simulation activities to obtain the practical experience of entrepreneurship. Organize teachers to participate in different kinds of academic conferences, teaching seminars or seminars, to learn and master the relevant teaching knowledge of education. Every year, we plan to send a group of teachers to domestic and foreign entrepreneurial talents to train advanced universities, learn advanced experience, promote exchanges, and carry out the appropriate activities of launching education.

Allocation of teaching staff for entrepreneurship education

At present, most of the local universities lack the professional team of entrepreneurial teachers. Teachers of entrepreneurship education for management or economic disciplines more professional teachers, employment department of teacher, student management work of entrepreneurship teachers team of ideological and political instructors, etc. The number of teachers who have been trained in the field of entrepreneurship and system training is very small, which cannot meet the demand of education teaching development. And achievements in their foreign entrepreneurship education in colleges and universities in record Numbers of teachers were both in the business, or professional association has high compatibility, such as the birthplace of the entrepreneurship education Boston’s Babson College is around 30-40 full-time teachers in teaching and research, entrepreneurship education courses number reached more than 30.Therefore, the transformation of local undergraduate colleges and universities in the entrepreneurship education teachers should set up specialized on equipped with entrepreneurship education teaching and research department of scientific research, make the entrepreneurship education of teachers has become increasingly specialized and systematic, promote formation system in colleges and universities, scientific entrepreneurship education system.

The innovation and practicality of education teachers

The team of the teachers should be injected fresh blood, can adopt the way of sharing outside school teachers in paying attention to the campus full-time entrepreneurship teachers' innovative, practical training at the same time, should pay attention to absorb the teachers are both experience and certain senior academic background as part-time teachers.
Education Practice of Entrepreneurship in the Background of Transformation and Development of Local Undergraduate Universities

The education practice of entrepreneurship provides an effective way for college students to accumulate rich entrepreneurial experience during their college years, and it is also an effective measure to cultivate college students' entrepreneurial practice ability. Transformation of the local undergraduate colleges and universities should combine university learning and life elements, guide students to actively participate in innovation and entrepreneurship practice activities, through various channels for students in the form of more entrepreneurial education practice, fully promote students' innovative entrepreneurial practice ability.

Practical activities for the competition of start-up plans

Mainly to carry out the business plan competition entrepreneurship education practice has been the domestic colleges and universities to improve students' entrepreneurial practice ability, the entrepreneurship education theory is applied to the conventional form of entrepreneurship education practice. Competition practice activity, can be a practice class, deepen the quality of school education to a business plan of competition practice, enrich the content, expand the work carrier, the innovation education into the education plan, become the student to participate in important platform of science and technology innovation and entrepreneurship practice activities.

Independent entrepreneurial practice

It can cultivate students' healthy entrepreneurial psychology and good entrepreneurial skills through independent entrepreneurial practice. The external campus, such as the education training base agreement with small and medium-sized enterprises and commercial enterprises, provides students with a platform for independent and entrepreneurial practice.

Practical activities of social practice

Taking part in social practice activities can broaden students' thinking, improve students' organizational ability, management ability and team cooperation ability, thus improving students' comprehensive quality. By encouraging students to use their spare time to participate in face-to-face work-study activities, lets the student feel to the social and campus, lets the student in close contact with society, increase social experience, promoting the comprehensive qualities of students.

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References


