Study on the Cultivation of Business-ability Talents’ Entrepreneurial Ability in Applied Universities in China

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Abstract: By analyzing the literature published by Ling Yao, Tang Yuewen, Fu Zhaogang, and other case studies, the paper compares and compares typical cases and successful experiences of innovation and entrepreneurship education in business administration majors in applied universities at home and abroad. Enlightenment from the Enlightenment Significance of Innovation and Entrepreneurship Education of Application-oriented Business Management Majors in Colleges and Universities under the Situation of Popular Entrepreneurship and Innovation. Based on the analysis of the connotation of entrepreneurial ability, this thesis puts forward the problems in the cultivation of entrepreneurial abilities in the business administration majors of applied universities, and then explores the cultivation path of entrepreneurial ability.

Keywords: business management professional entrepreneurship development

I. Introduction
In the transformation and upgrading of the economy and the gradual shift from manufacturing in China to the creation of China, more and more undergraduate colleges have recognized the importance and urgency of the transformation of the training model. In recent years, they have also adjusted the orientation of personnel training in universities in an effort to promote application to make undergraduate colleges and universities in order to adapt to the needs of economic and social development. In the wave of popular entrepreneurship and innovation and entrepreneurship advocated by the Chinese government, the business management profession is highly applicable and practical, and the talent cultivation goal is suitable for positioning in the cultivation of entrepreneurial and employment-oriented talents. Business management professionals should actively explore teaching reforms. Strengthen student entrepreneurship education and enhance students' entrepreneurial awareness, innovation and creativity. Therefore, it is of great significance to explore the training model of Chinese business management professionals based on the improvement of entrepreneurial capabilities.

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The business administration major is a key specialty in the model of application-oriented professional management of colleges and universities. How to draw lessons from the experience of innovation and entrepreneurship education in universities at home and abroad to form a characteristic innovation and entrepreneurship education research in the application-oriented colleges and business management profession, and to cultivate high quality of innovation and entrepreneurship Hierarchy of talents is a topic that needs to be studied for a long period of time in China's applied universities and in the future.

Researches on innovation and entrepreneurship education at colleges and universities at home and abroad have gone through the exploration phase and are now entering the implementation research phase. Since the 1980s, developed countries in Europe and America have started research on innovation and entrepreneurship education, focusing on two aspects. One is research on entrepreneurship education; the other is education on entrepreneurship. Today it seems that this is actually a model of quality education research. The research related to entrepreneurship education in China was first initiated at Tsinghua University, and then piloted at 9 comprehensive universities headed by Tsinghua University. It began to explore innovation and entrepreneurship education research with a predetermined effect, but a mature innovation and entrepreneurship education research system has not been formed.

II. Problems in the cultivation of professional talents for business administration in Chinese universities

(A) Lack of innovation ability, contrary to the original intention of the profession
Twenty years ago, the introduction of business administration majors in China was aimed at cultivating a group of graduates with entrepreneurial innovation capabilities and thinking through higher education to complement the market economy. However, over the years, the curriculum system of business administration has been centered on theory, and a series of public basic courses and professional courses have been set up. In the first three years of a university career, it is only in the classroom that books, theory and theory are studied. In the fourth year of college, there will generally be a small number of internships. However, due to the fact that there are too few classes or students are already looking for work, the actual results are not satisfactory. College business management education often neglects students' entrepreneurial innovation ability and consciousness, and practice is not effectively exercised, resulting in theoretical knowledge cannot be effectively transformed into skills.

(B) School-enterprise cooperation training mechanism is not perfect
The professional education of business administration in Western countries is already very mature. Colleges and universities through cooperation with the government and enterprises, and entrepreneurship education and self-employment ability as the main line of training, has formed a comprehensive training mechanism. For example, some colleges and universities in the United Kingdom will arrange for companies to enter the school to cooperate and train according to their own characteristics to achieve the purpose of applying their knowledge. The education of the business administration subject is comprehensive and social, and the entrepreneurial education of the specialty requires that the school can not only establish the textbook knowledge, but also need to improve from the practical teaching. On the one hand,
schools are required to hire excellent corporate management personnel to give speeches to stimulate students' entrepreneurial thinking; on the other hand, schools should also establish contact with government departments to seek financial support for entrepreneurship education. Obviously, China's business administration profession has not yet formed a three-dimensional multi-level cooperation mechanism among universities, enterprises, and the government.

(C) The atmosphere of campus entrepreneurship is not strong
China's colleges and universities have not yet formed an entrepreneurial atmosphere. Most graduates are still the first choice for employment when they are stable government agencies, institutions, and state-owned enterprises. Such an atmosphere is not conducive to the development of entrepreneurship education. Professional management of business should have been the backbone of entrepreneurship education. Without this spirit of courage and risk, it will inevitably lead to a lack of entrepreneurial fighting among students of this specialty. Culture is a kind of thinking inertia, with hidden social forces that can influence the action of the subject. Because the campus culture of Chinese universities lacks the spirit of adventure in innovation and entrepreneurship, this will inevitably affect the cultivation of entrepreneurial talents in business administration.

(D) The mode of personnel training is single, and the quality of graduates needs to be improved
In the past 40 years of reform and opening up, the production and operation environment of enterprises has undergone tremendous changes. However, due to objective reasons, the professional education theories of business administration in Chinese universities still remain in the 1990s and cannot advance with the times. Affected by the level of education, the quality of graduates cannot adapt to the development of modern enterprises. For a long time, the business management majors in Chinese universities have focused on theoretical teaching and neglected practical teaching. Although there have been changes in the concept in recent years, due to the country's policy interventions in the profession, the differences between the business administration majors of various universities and colleges and the homogenization of training models have made it impossible to highlight their respective characteristics. This kind of "streamline" students trained in the inevitable will not be able to adapt to the market's diverse talent needs.

III. The comparison of domestic and foreign applied colleges and universities in innovation and entrepreneurship education and experience and enlightenment
(A) Aspects of syllabus development
The formulation of foreign syllabus conforms to the development of individualized students and the development of innovative entrepreneurship education models. The design of professional content is more in line with the actual needs of the society. It emphasizes cultivating students' opportunities for identification, resource integration, business plans, and actual combat analysis. Emphasizes the teaching of comprehensive subject knowledge to students. The resources radiate the students of the school to instill students with comprehensive entrepreneurial knowledge, entrepreneurial ideas, and entrepreneurial spirit.
The teaching content is biased from the macro introduction to the micro application. Domestically, more emphasis is placed on the elaboration of theoretical knowledge, with a focus on emphasizing the knowledge of knowledge, and students have less practical hands-on capabilities. In the selection of outline cases, there is a lack of localized relevant cases, and it is more to learn from foreign excellent cases for analysis and understanding. It is difficult to analyze the cases in depth. Although the teaching course is mainly based on case studies, it is only a brief introduction and practice of the case. It ignores the guidance of the students' high-tech and gold-content entrepreneurial projects. It also leads to the difficulty in transforming entrepreneurial research results into actual products. The rate is lower. In recent years, China's applied colleges and universities have also tried to re-revise the syllabus and re-plan the business-related courses. They have also made some achievements in succession, but in general, the design of the syllabus needs to be further improved.

(B) Construction of campus entrepreneurial culture
First of all, foreign universities emphasize the role of entrepreneurial mentors and give full play to the impact of entrepreneurial mentors on student entrepreneurship education. For example, Harvard University requires that entrepreneurial mentors come up with an hour each week to contact and guide students. Entrepreneurship mentor plays a key role in the selection, design and completion of student entrepreneurial projects, which is conducive to improving the scientific and technological content of entrepreneurial projects. Secondly, campus entrepreneurship has a wide range of popularization, high degree of emphasis, and high student participation. The school actively carries out various types of entrepreneurial project competitions, high prizes for contests, and the establishment of honor awards for participants; in addition, funding sources for student entrepreneurship projects are guaranteed. Alumni donate high amount of funding for venture projects each year. As long as the student projects with entrepreneurial intentions are approved, they can apply for expenses to continue the research and development of the project. In China, the application and promotion of entrepreneurship education in China's domestic applied universities is also coming into play one after another. Some professions are gradually equipped with relevant entrepreneurial mentors, and the promotion and organization of various entrepreneurial projects within the school are enhanced, the awareness of entrepreneurship among students is enhanced, and various entrepreneurial communities are established. All of these have greatly promoted the establishment of entrepreneurial culture in domestic applied universities, but we also need to further promote them to research on innovation and entrepreneurship education in local colleges and universities.

(C) Implementation of social supporting measures
In the practice of innovation and entrepreneurship education in foreign colleges and universities, there will be a large number of social enterprises participating in entrepreneurial projects for undergraduates. They will continue to provide relevant practical experience to teach college students to start their own businesses, and they will establish long-term cooperative relationships with colleges and universities to enable schools, enterprises, and college students to connect in order to strengthen the application of school education and improve the practicality of students' entrepreneurial level. In China, with the opening of a
large number of MBA and EMBA courses, direct cooperation with enterprises has also been strengthened, and certain influences have been formed in certain areas of society. However, in general, there are relatively few conversions into entrepreneurial products. Therefore, the innovation and entrepreneurship education in foreign application-type colleges and universities has formed an effective ecological system. The social supporting measures are complete, and the success rate of student entrepreneurship is gradually increased. This in turn will promote successful entrepreneurial students' donations to society and promote social support measures, so there will be more conducive to the application and establishment of college students' entrepreneurial projects. The innovation and entrepreneurship education in foreign universities has formed an effective and constantly developing ecological circle, which will continue to benefit students, schools and society.

IV. The application of undergraduate institutions business management professional entrepreneurship ability training path

(A) clearly positioning training objectives

The practical and operational characteristics of the business administration profession require the application of undergraduate colleges and universities to combine the regional economic development, their own resources, students and other factors to develop a practical training target that can enhance students' entrepreneurial and employability. The concept of training has effectively shifted from the traditional theoretical knowledge transfer as the core to the innovation and entrepreneurship improvement. The university management and teachers are required to establish an education concept guided by entrepreneurship and employment. Difference education should be implemented for students with different characteristics, and students should be taught. Students actively participate in entrepreneurship education activities, earnestly participate in entrepreneurship practices, and enhance their entrepreneurial and employability.

(B) Reconstructing the curriculum system of business administration that is in line with entrepreneurial employment

The curriculum of business administration majors of applied-type universities should be in line with the background of national transformation and upgrading combined with regional economic development, market demand, resources owned by them, and students, etc. to formulate practical courses that can enhance the entrepreneurial and employability of students. Basic courses, professional courses, practical teaching courses, and time and resource allocation are all targeted at upgrading entrepreneurial and employability. Theoretical courses should not only introduce classical theories and practical results, but also absorb the latest research results at home and other countries, and also incorporate new business practices. Cases help inspire student thinking. Enrich teaching methods and teaching methods, guide and encourage students to actively participate in classroom teaching, and increase students' interest in learning.

The assessment of entrepreneurial employability will be included in the assessment of student credits to provide institutional guarantees for the improvement of students’ entrepreneurial ability; various entrepreneurial activities such as entrepreneurial design competitions and entrepreneurial experience exchange meetings will be held regularly to promote
entrepreneurial spirit, render entrepreneurial atmosphere, and integrate entrepreneurship into the daily routine of students. In the life of learning, encourage students to set up entrepreneurial teams, hire teachers with relevant experience, conduct entrepreneurial knowledge exchanges and guidance, and strive for government and social organizations, alumni, etc. to pay attention to the organizational and individual support for students' entrepreneurial ability enhancement, and provide students with entrepreneurial guidance or funds. Stand by.

The cultivation of entrepreneurial abilities of business management students must focus on strengthening students' entrepreneurial awareness and entrepreneurial skills, enable students to better adapt to the development needs of the market economy, enable students to better adapt to social competition, and become an important force for social and economic development.

V. Summary

Entrepreneurial ability is the key skills and invisible knowledge possessed by entrepreneurs, and it is an intellectual capital contained in the human body. It mainly includes the following four aspects: First, a good creative thinking. Not only must have the ability to imitate innovation, but also dare to challenge and dare to innovate. The Second is the good conceptual skills. Entrepreneurs not only need entrepreneurial courage, related professional knowledge, but also need strong conceptual skills. They are adept at extracting useful information from a wide variety of commercial phenomena and constantly improve their business management practice. The third is good cooperation and communication skills. Not only must have strong verbal skills, but also have strong teamwork capabilities. The fourth is good management skills. Having a strong ability to plan, organize, direct, coordinate and control is an integral part of entrepreneurial capabilities.

Strengthen the school's emphasis on innovation and entrepreneurship education and strengthen the construction of a campus cultural platform. The entrepreneurial practice platform is the bridge between the communication of entrepreneurial theory teaching and entrepreneurial practice and the bridge between schools, students, and society. Strengthen the provision of supporting facilities to strengthen the construction of entrepreneurship education practice bases, set up a platform for college students' entrepreneurial science and technology parks, provide technical support and financial support for student entrepreneurship, promote the transformation of scientific and technological achievements in colleges and universities, create favorable conditions for students to start businesses, and conduct professional practices and products based on different industries. Operation, building a business startup incubator base for students to provide systematic entrepreneurial training. In the construction of the school's internal platform, a series of measures have been formulated to encourage outstanding teachers to actively participate in the guidance and teaching of innovation and entrepreneurship projects, and successively hire outstanding entrepreneurs from the society as entrepreneurial mentors to provide reliable quality assurance and credit guarantee for college students' innovation and entrepreneurship education. A series of lectures on innovation and entrepreneurship education are regularly held, and young social entrepreneurs are invited to share experiences and transmit information.
References

