Research on the Curriculum System of Entrepreneurship Education in Financial and Economic Colleges

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Abstract. Driven by the national policy environment and the demand for talents training, Chinese universities have comprehensively promoted and developed entrepreneurship education centering on cultivating students’ awareness and ability for innovation. The core of college education is the construction of curriculum system. The curriculum system is the carrier and guarantee of implementing education. Compared with comprehensive universities and science and engineering universities, financial and economic universities have significant differences in specialties and majors. They should strengthen curriculum design, content construction, method innovation and fusion between specialties based on the clarification of the objectives of the curriculum and the development of specialty characteristics, thereby actively designing and constructing an entrepreneurial education curriculum system suitable for the training of financial and economic talents.

Introduction

In the 21st century, China will strengthen its capacity for independent innovation as a national strategy and strive to promote the construction of an innovative country. Education as the foundation of social and economic development, especially higher education, bears the important responsibility of providing human and intellectual support for "mass entrepreneurship and innovation." Driven by the national policy environment and the demand for talents training, Chinese universities have comprehensively promoted and developed entrepreneurship education centered on cultivating people's awareness of innovation and ability. The core of college education is the construction of curriculum system. The curriculum system is the carrier and guarantee of implementing education. Although the overall orientation of entrepreneurship education is the same, due to the different characteristics of college type, specialty, and specialty, the construction of specific curriculum systems should be different. Compared with comprehensive universities and science and engineering colleges and universities, financial and economic universities have obvious differences. They cannot adopt the same entrepreneurship education curriculum system as comprehensive universities or colleges of science and engineering. They should be clear on the objectives of the curriculum and the foundation of specialty characteristics to explore and construct an entrepreneurial education curriculum system suitable for the training of financial and economic talents.

Objectives of Entrepreneurship Education Courses in Finance and Economics Universities

The entrepreneurship education curriculum system mainly includes three parts: the cultivation objectives of entrepreneurship education, the curriculum content, and the methods of entrepreneurship education. The curriculum content and methods are selected and set according to the goals of entrepreneurship education. “Entrepreneurship education is broadly speaking the cultivation of groundbreaking individuals who should have pioneering spirits, entrepreneurial abilities, independent working abilities, and technical, social, and managerial skills.” In this sense, entrepreneurship education is not Every educated person will become a founder of the enterprise immediately after graduating from university. Instead, he will cultivate people in accordance with
the quality and ability requirements of the founder of the enterprise, so that the educated will have
the curiosity for new things, courage to challenge uncertainty, insightful grasp of market
opportunities, organization capability for effective integration of resources and management of
teams, and constant learning ability just like entrepreneurs. A person with such qualities as a
corporate worker can play a creative role in a suitable environment and in a suitable position to
promote the innovative development of the company. At the same time, people with such qualities
will be able to independently open up because they are keeping themselves out of the existing
environment. The ability to innovate in the business provides more positive variables for the
sustainable development of the social economy. Therefore, in the fundamental goal and the general
direction, there is no difference between entrepreneurship education in finance and economics
universities and comprehensive universities and science and engineering universities.

For the university's entrepreneurship education, comprehensive colleges and universities have
complete academic and professional resources and have relatively comprehensive academic
resources. They can provide all-round academic personnel and strong technical support for team
formation; With practical and applicable high-tech products, science and engineering universities
have the technological advantage of being directly converted into productivity, and it can reserve
the core technological competitiveness for entrepreneurship. In contrast, financial and economic
colleges seem to lack the advantages of interdisciplinary establishment of entrepreneurial teams and
professional core technical advantages. This view is a static and single perspective, and it is the
hypothesis of confining the business to the university campus. It is more suitable as a reference for
colleges and universities to participate in the analysis of college entrepreneurial competition
strength. From the perspective of college students participating in the entrepreneurial practice
competition, financial colleges and universities only have their own weaknesses if they only
consider the technical and team integration of the project, but in the real market economy
competition, various resources and Elements are freely combinable. Human resources are different
from natural resources and are not statically and passively demanded. People have subjective
initiative, which is an element of free flow on the market according to self-ability judgment and
value expectation. Its ability value is continuously developed and changed in work practice. The
application of high technology in practice and the establishment of various types of teams within
the company are in line with market demand, not according to the type of school. The ultimate
effect of entrepreneurship education in colleges and universities should not be judged by the type of
school and the award level of the entrepreneurial competition. Instead, it should be based on the
contribution to the society and economy of the enterprises that their graduates established within a
certain time period and innovation ability of the graduates’ in their jobs as evaluated and fed back
by their employers.

In the general sense, the four basic elements that must be possessed for successful
entrepreneurship are: motivation and determination, project, resources, and team. It is not the
specialties of science and technology that bind these four elements together, but the sensitivity of
the entrepreneurs to the market and their ability to integrate resources. Finance and economics
colleges do not have an inevitable disadvantage in entrepreneurship education. On the contrary,
their knowledge in economic specialties and management specialties provides graduates with basic
trainings on insights into the law of market economy and market demands, effective use of financial
leverage, and innovative ideas about management systems. Therefore, the goal of the
entrepreneurship education curriculum system in finance and economics colleges should be to
cultivate students' awareness of innovation, grasp market differentiation ability, common knowledge
of capital integration, and team building skills that are good at communication and collaboration. In
accordance with such curriculum training objectives, we can find out where entrepreneurship
education courses that are currently running are worthy of further reflection and promotion of
reforms.
Analysis of Current Entrepreneurial Education Curriculum in Financial and Economic Colleges

In a broad sense, entrepreneurship education is not an independent education system. It is a cross-integration of basic education, vocational education, and continuing education. It is an integration of knowledge education, ability education, and emotional education. It should be integrated with all courses in colleges and universities and the whole process of education. In some financial and economic colleges and universities' education programs, it is proposed to integrate innovation and entrepreneurship education into ideological and political education, specialty education, career development and employment education, and quality education. Innovation is the inherent logical link between entrepreneurship education and the penetration of other types of education. Penetration and integration mean that education content and methods should be developed in the same direction with the aim of talent cultivation, but other education courses cannot replace specialized entrepreneurship education courses.

The contents of entrepreneurship education courses are the core elements of entrepreneurship education. Among the domestic financial and economic institutions, the Nanjing University of Economics (now Nanjing University of Finance and Economics) has been listed as a pilot institution for entrepreneurship education in 2002. It has adopted the two courses “Innovative Thinking” and “Creativity Studies” as general education optional courses in the school. The Business Management Department at that time provides the “Entrepreneurship Management” course that combines classroom education and program production. In the revision of the personnel training program in recent years, the “Innovation, Entrepreneurship, and Quality Development” module was established in the general education curriculum, and a public optional course module for innovation and entrepreneurship was added to the public basic course. Based on the experience of financial institutions at home and abroad, Central University of Finance and Economics establishes a curriculum system that combines entrepreneurial exercises and lectures. Its entrepreneurial avant-garde curriculum system focuses on the four stages of establishing a new enterprise (innovation, opportunity assessment, implementation of opportunities, and creation and growth of new companies) to develop four modules, each module including several courses. From the development of the entrepreneurship education curriculum system in the above two financial and economic colleges and universities, we can understand that, similar to other types of university curriculum systems, they are based on the experience of foreign entrepreneurship education programs, combined with the actual situation of domestic higher education, and develop into a certain curriculum system through exploration and promotion in practice.

Entrepreneurship education is generally divided into theoretical courses and practical courses based on the content of the curriculum. Some domestic researchers suggested that the curriculum content can be structured according to modules and generally divided into three major modules: entrepreneurial awareness, entrepreneurial knowledge, and entrepreneurial ability. Other researchers believe that they should be divided into four major modules, including entrepreneurial psychological quality as a fourth module. The research and analysis of this article mainly refer to the design of the three modules. The course system of entrepreneurship education in finance and economics colleges and universities has gone through nearly two decades of development. It has been enriched in terms of the content of the curriculum, and has covered three modules of entrepreneurship awareness, entrepreneurship knowledge, and entrepreneurial ability. However, there is still a large gap to the training objectives of the curriculum.

Entrepreneurship education courses occupy a very small proportion of the entire curriculum of financial and economic colleges and universities. The content of their courses is homogenous with other types of universities, and has no outstanding characteristics

In terms of the type of courses, entrepreneurship education courses occupy a very low proportion of compulsory courses in finance and economics institutions. The related compulsory courses are mainly limited to the initiation and cultivation of entrepreneurial awareness and basic knowledge of entrepreneurial entrepreneurship. They belong to the entrepreneurial awareness module training
content, and are not distinct from courses provided by non-financial universities. In contrast, entrepreneurship education courses are mainly set up in the optional course system, but there are few professionally designed entrepreneurial education courses. Generally, the professional teachers of colleges and universities combine the requirements of entrepreneurship in the course content on the basis of this specialty. An extension of the completed content belongs to the entrepreneurial knowledge module, that is, the expansion of professional knowledge of various specialties in the context of entrepreneurship. Some practical courses also include the cultivation content of some entrepreneurial ability modules. In addition to conducting some training through the classroom teaching practice, the entrepreneurial ability is based more on the various types of internal and external entrepreneurial planning competitions, school innovation and entrepreneurship training programs, and college students' entrepreneurial parks to conduct simulation or practical training. From the perspective of the realization of the three modules and approaches, entrepreneurship education courses are reflected in the curriculum system of financial institutions of higher learning, but the proportion is still relatively small, lacking professional characteristics.

The forms of entrepreneurship education courses are relatively limited, and the methods of curriculum teaching have relatively large limitations, which affects the effectiveness of curriculum teaching.

In the 1990s, Babson College in the United States pioneered the famous model of entrepreneurial education, replacing the traditional functional management model with the entrepreneurial process model, using case teaching and business planning as the center of entrepreneurship teaching, and inviting entrepreneurs to enter classroom teaching. The core concepts of curriculum education are two: one is "case teaching" and the other is "entrepreneur." That is to say, the focus of teaching content in entrepreneurship education courses is practical cases, as well as the formulation of operational management plans. Students experience and learn in the classroom teaching the whole process of entrepreneurship; the important teachers of classroom teaching are entrepreneurs who have actual experience in entrepreneurial or corporate operations. Although this may provide some experience, it is difficult to replicate this completely in the entrepreneurship education courses at universities in China. At present, financial and economic colleges and universities and other types of colleges and universities both face the problems of lack of professional teachers and non-diversified personnel. Most of the teachers of entrepreneurship education courses belong to the "academic school". They mainly come from the functional management departments responsible for employment and entrepreneurship and the related administrative management personnel of the college, as well as some full-time teachers who extend the curriculum content of this professional to entrepreneurship education. Most of these teachers lack experience in entrepreneurial practice and even have only worked for universities. Although they have high academic qualifications and rich theoretical knowledge, they do not have a work experience in the enterprise, let alone an entrepreneurial experience, and thus compromised the effect entrepreneurship education curriculum. In order to enhance the practicality of the entrepreneurship education curriculum, many colleges and universities have invited entrepreneurs or entrepreneurs to serve as part-time lecturers from outside the university. However, practice has proved that although this kind of work arrangement will bring useful support and supplement to the innovative education curriculum and are generally welcomed by students, because of the lack of effective organizational coordination, systems, and other related guarantees, such an arrangement is rather random and cannot achieve long-term consistent coordination effects with the school curriculum system. In addition, entrepreneurs employed from outside the campus have varying ability of expressing in classroom teaching, and actual results are not easy to control.

The internal connection of the entrepreneurship education curriculum system is not close enough, and there is no effective overall planning.

The entire coverage of the entrepreneurship education curriculum is achieved at the level of all students, and it is difficult to guarantee the actual training effect for individual students in the entrepreneurship education curriculum. The design of the current entrepreneurship education
curriculum system in finance and economics colleges has basically completed the task of enlightenment of entrepreneurial awareness and entrepreneurship knowledge transfer. It also covers the cultivation of entrepreneurial ability. However, the interconnection between the three modules is relatively loose. The enlightenment of entrepreneurial awareness is generally completed in one or two required courses or elective courses in the lower grades. Entrepreneurship knowledge is mainly concentrated in elective courses in middle and senior grades. Students’ choices are very random and are interest-oriented or based on credit-taking considerations. It is difficult to form a certain internal logic system for the knowledge and mastery of entrepreneurial knowledge. The cultivation of entrepreneurial ability is scattered among various types of training programs, practical activities and competitions. It neither guarantees the cultivation of full coverage, nor can it provide long-term effective guidance and training for students, and it is difficult to assess the overall ability of students’ training. Some universities try to set up special entrepreneurial classes to carry out specialized teaching and practical training. However, such classes are generally not formal established classes, but are special classes to provide short-term intensive training for "elite" students with the intention of starting a business that are selected from various departments, who are continuing to participate in the original professional courses. The role of this class is more of a demonstration, and it cannot be used as a method and path for long-term comprehensive education. The effective convergence of the three modules of entrepreneurship awareness, entrepreneurship and entrepreneurship requires top-level design at the school level, strengthening guidance and management, stimulating the interest and potential of most students as much as possible, and ensuring that the curriculum system operates on the basis of internal logic. At the same time, we provide students with personalized and diversified choices.

The Redesign of Entrepreneurship Education Courses in Finance and Economics Universities

The entrepreneurship education curriculum system is not a diamond embedded in the entire education curriculum system of colleges and universities, but it should be a kind of glue that integrates into the entire education curriculum system and provides new motivation and support for talent cultivation. As discussed in the first section of this article, the goal of entrepreneurship education courses in finance and economics universities should be to focus on cultivating students to maintain a strong sense of innovation, grasp the discriminating ability of market opportunities, common sense of capital integration operations, and team building skills focused on communication and collaboration. Based on the analysis and evaluation of existing entrepreneurship education courses, financial and economic institutions may consider the redesign of entrepreneurship education courses from the following aspects:

**We should improve the level of design of the entrepreneurship education curriculum system, and further strengthen institutional norms and support in resources**

In a general sense, the construction of the curriculum system is the responsibility of the functional department responsible for the teaching of colleges and universities. The construction of professional courses and the design of specific courses are the responsibility of the relevant professional colleges. Entrepreneurship education, due to its multidisciplinary nature and diversification, is more important because of the importance of talent training. Its curriculum system should be led by the school at the top level of planning and design. The school-led design mainly focuses on the integration of entrepreneurial education and other forms of education at the macro level. It should also include the design of major entrepreneurship education courses. Entrepreneurship education curriculum includes both theoretical teaching and practical teaching, especially practical training. It accompanies the whole process of college student education and requires integration of various resources and forces both inside and outside the university. Universities should give a clear guarantee to the entrepreneurship education curriculum system in terms of institutional norms, and coordinate and unify the functions of management and operation as far as possible. Some colleges and universities set up entrepreneurial school, integrating effectively the functions of teaching management of administrative departments, the teaching
functions of related colleges, the function of fieldwork organization of student organizations, and
the function of integrative operation of social resources. This is a model worth learning and thinking
about. In the establishment of entrepreneurship education courses, we should continue to maintain
and increase the investment in capital and technology to further improve the hardware environment.
At the same time, we should attach great importance to so-called software construction that is,
recruiting of the teaching staff and actively strengthen the training of full-time teachers in the
universities. At the same time, we should also pay attention to the selection and management of
part-time teachers outside the school, so as to provide a quality teaching team including both
full-time and part-time teachers capable of offering stable and comprehensive teaching services.

We should strengthen the content of entrepreneurship education courses, give full play to the
special advantages of financial and economical specialties, and promote the modularization of
the entrepreneurship education curriculum system

Financial and economic colleges and universities should continue to develop related courses such
as financial management, taxation management, legal management, market research and other
courses on entrepreneurship based on the extended courses offered by entrepreneurship education in
various professions, and integrate them into the entrepreneurship education curriculum system for
all students according to the types of modules. To further increase the proportion of
entrepreneurship education courses in compulsory courses in schools, basic compulsory courses and
corresponding elective courses should be established in the modules of entrepreneurship awareness,
entrepreneurship knowledge, and entrepreneurial ability to provide students with a complete and
enriched courses during their four-year college life. In the modular construction, we must adjust
the methods and means of curriculum teaching according to the needs of the module, not only
highlight the characteristics of the module, but also ensure and strengthen the interconnections
between modules. For example, in the entrepreneurial awareness module, plans can be made to
focus on inviting off-campus entrepreneurs to participate in teaching, and combination with
practical experiences such as off-campus business visits and short-term internships to better
stimulate students’ interest and enthusiasm; likewise, the entrepreneurial knowledge and
entrepreneurship capability module can also include relevant elements and aspects, but the specific
form and content should be appropriately adjusted. Basic theory learning and practical training
should both be conducted throughout the three modules.

We should innovate the approaches to entrepreneurship education. Through the application
of curriculum teaching practice, we will continue to promote the deepening of the concept of
entrepreneurship education

The entrepreneurship education curriculum system is a new exploration of talent cultivation in
the new era. Therefore, we must actively explore and strive to innovate in specific ways and
methods. Although the curriculum teaching cannot be pursued totally according to the case teaching
model of foreign business schools, it can be combined with off-campus resources to build a
regularly updated case base, both in the major courses required for entrepreneurship education and
in the course teaching carried out by off-campus teachers. Especially in the entrepreneurial
awareness module and the entrepreneurial knowledge module, the proportion of case teaching
should be increased to enhance the effects of classroom teaching effect. The Internet age has
provided new means and paths for the dissemination of technology, and has also influenced the
educators in finding new ways of thinking and learning. In the entrepreneurship education
curriculum, these new elements and new situations must be fully taken into account. While
classroom teaching methods can make full use of the Internet's new media technologies, new media
courses such as mooc and micro-class can be introduced to become an integral part of
entrepreneurship education curriculum teaching. Internet platforms can provide more flexible and
diversified spaces for entrepreneurship education curriculum practice. We should strengthen the
research and application of Internet and new media in entrepreneurship education curriculum to
contribute to both curriculum construction and student cultivation.
We should strengthen the integration of entrepreneurship education courses and other education courses, promote mutual promotion with other education courses, and promote improvement in school personnel training

The in-depth development of entrepreneurship education depends on the support from ideological and political education, general education, professional education and other forms of education, and is combined with these education aspects. Strengthening the construction of entrepreneurship education courses is inseparable from the construction of other education courses. Training students to maintain a strong sense of innovation and inspiring their entrepreneurial awareness cannot be separated from the ideological realm and the expansion of the perspective of thinking. In order to cultivate students to master the ability to recognize market opportunities, general education should help lay a broad and diverse knowledge background. Common senses on capital integration operations comes from the training and training in professional education in finance and economics specialties. Students can improve their team-building ability and communication and cooperation ability by participating in various daily activities of various student organizations and clubs inside and outside the school. While promoting the construction of entrepreneurship education courses, the innovation and development of other education curriculum systems is also developed.

Finance and economics colleges have their own special professional characteristics. To carry out the establishment of the entrepreneurship education curriculum system, we should guide it with clear training objectives, support it with other education curriculum systems, and actively innovate in course content construction, curriculum approaches, etc., and gradually develop an entrepreneurship education curriculum system that is suitable for the training of financial talents, making more contributions to social and economic development.

References