

Research on the Ways to Implement College Students' Entrepreneurship Education

ChunYan Qu

Economic Management Department
Changchun University of Technology
Changchun, China

Abstract—As an important way to enhance the employment competitiveness of College students, entrepreneurship education has attracted more and more attention in recent years. Firstly, this paper carries out a comprehensive questionnaire survey on Colleges and universities in Jilin Province. On the basis of understanding the implementation of entrepreneurship education for college students in Jilin Province, this paper analyses the issues and causes of entrepreneurship education in Colleges and universities in Jilin Province. Finally, this paper explores effective ways to implement entrepreneurship education for college students.

Keywords—*Entrepreneurship education; issues; causes; effective way*

I. INTRODUCTION

In recent years, the employment difficulties of college students have become one of the most concerned focuses in China. As one of the ways to ease the pressure of employment, college students entrepreneurship have issues and causes. The purpose of entrepreneurship education among college students is to cultivate the basic entrepreneurial qualities of young students, to cultivate entrepreneurial talents with entrepreneurial awareness, entrepreneurial psychological quality, to entrepreneurial ability, and to entrepreneurial comprehensive knowledge. Only in this way can we meet the requirements of economic and social development for the quality of talents.

II. PROBLEMS IN ENTREPRENEURSHIP EDUCATION IN COLLEGES AND UNIVERSITIES IN JILIN PROVINCE

A. College students' entrepreneurial education concept is backward and there is a deviation in understanding.

In this survey, 18.89% of the students thought that starting a business is to run a company or open a shop or open a Taobao on the Internet and so on. 61.27% of college students believe that they are unable to start a business because of lack of social relations. There are also 48.09% of students believe that the lack of funds directly affects entrepreneurship. They take these two factors as the only condition for the development of entrepreneurial activities and ignore their subjective initiative. They lack self-reliance and innovation and the risk awareness and frustration ability. These deviations in understanding are obviously inseparable from the educational guidance of colleges and universities. Some college students think that it is enough to learn professional knowledge. Entrepreneurship is irrelevant. Entrepreneurship is for a small

number of people who have strong ability to innovate, have a business background, and have a subjective will. Therefore, in the usual study, they do not pay much attention to the improvement of their comprehensive quality and the cultivation of innovative consciousness. They only require a passing grade to get a diploma. After graduation, you can find a comfortable, decent, and rewarding job. It is not difficult to find out from the survey questionnaire that the current college students' entrepreneurial awareness is relatively weak. Whether it is an understanding of entrepreneurship or participation in entrepreneurial activities, this is all explained. Although this has a certain relationship with the entire entrepreneurial environment and atmosphere, it can be seen that the current concept of college students' talents and employment is still lagging behind, and it is urgent to keep pace with the times.

B. College entrepreneurship education lacks planning systematic.

The survey shows that the majority of college entrepreneurship education has not been officially included in the talent education, there is no professional entrepreneurship education teacher, and there is no special entrepreneurship education textbook. Entrepreneurship education in most schools still has a phenomenon of separation of theory and practice. No effective measures have been taken to improve the educational effectiveness. There is no real effort to enhance the construction of subject courses, environmental courses and activity courses for education. Entrepreneurship education has not been infiltrated into the teaching of various courses, and the curriculum content of the normative system has not been formed. The universities that have already developed entrepreneurship education are only in the guidance of the business plan competition and the employment guidance level in the near graduation period. Most of them are limited to lectures, and the lecture content is limited to general policy and theoretical guidance, and related information is released. There is no entrepreneurial practice going out of school. From this we can see that college entrepreneurship education has not formed its own system, and the lack of planning and systemic problems has still not been solved. This has led to a more pulsating effect on college students. It is Come fast, go fast, and it is obvious that the construction of the entrepreneurial education system needs to be strengthened.

C. Lack of teachers in college entrepreneurship education.

The survey shows that the current professional education teachers in colleges and universities are very scarce. The

survey found that some colleges and universities entrepreneurship education having no full-time teachers and no part-time teachers reaches 36%, while the proportion of full-time teachers is only 21%, the proportion of teachers without full-time and only part-time jobs accounts for 7%. It can be seen that the shortage of entrepreneurial education teachers is very prominent. The lack of entrepreneurial education teachers plays a very important role in the development of entrepreneurship education in colleges and universities. Entrepreneurship education should not only enable students to establish a new educational concept, let students understand the national entrepreneurial policy, but more importantly, strengthen the entrepreneurial practice of college students. Most of the teachers lack entrepreneurial experience and entrepreneurial practice ability. Most of the entrepreneurship education courses or lectures are held by the staff of the employment department or the cadres and counselors who work for the students of the departments.. There are very few teachers who have real entrepreneurial experience and entrepreneurial skills. The current lack of entrepreneurial education teachers has greatly affected the normal development of entrepreneurship education in colleges and universities.

D. The social support guarantee and the atmosphere of entrepreneurship education in colleges and universities are not enough.

At present, although colleges and universities carry out entrepreneurship education and give some support policies to college students, they found that the core issues of college students' most needed funds and venues have not been resolved. Many colleges and universities do not give real support to college students, more are still at the level of lecture guidance and entrepreneurial policy interpretation. Therefore, how to carry out systematic entrepreneurship education and the guidance of real entrepreneurship and the guarantee of entrepreneurial conditions and entrepreneurship policies still need to be further studied. When investigating the impact of the current social environment on entrepreneurship, 49.72% of the students thought that the impact was not significant, and 31.66% of the students thought that the school campus entrepreneurship culture was weak, and students could not feel the positive and courageous exploration environment. The social environment has not formed a good atmosphere of support. It will directly affect the initiative and enthusiasm of college students to accept entrepreneurship education.

E. There is a certain deviation between the entrepreneurial practice of college students and the purpose of entrepreneurship education.

The purpose of entrepreneurship education in colleges and universities is to develop and enhance the basic qualities of college students, to cultivate college students' entrepreneurial awareness, entrepreneurial ability and entrepreneurial spirit, and to promote their formation of healthy entrepreneurial psychology and sound personality education. The survey found that the majority of students' entrepreneurial motivation is due to the pressure of employment. Entrepreneurship is only one channel to solve employment difficulties. This not only narrows the meaning of entrepreneurship, but also makes college students face greater pressure in the process of starting a business, highlighting the strong profit-seeking color, which

has adversely affected the successful entrepreneurship of college students. This is inconsistent with the fundamental purpose of entrepreneurship education. According to the survey, the majority of students believe that colleges and universities should be the main body of entrepreneurship education. However, more than 60% of the students believe that the school does not have a good entrepreneurship education. How can entrepreneurship education be actively involved and accepted by students? It may be important to first understand what our students really need and what they need to give them to entrepreneurship education.

III. ANALYSIS OF THE CAUSES OF PROBLEMS IN COLLEGE STUDENTS' ENTREPRENEURSHIP EDUCATION

A. Student aspect

Confucianism has a profound influence on Chinese culture. Under the influence of this traditional culture, people are generally satisfied with the current status, hope to have a stable career, have a stable income, and do not want to take risks to start a business. Basic education in our country has never touched "money." Glorious ideas such as entrepreneurial awareness, wealth creation, and successful entrepreneurs have not fully entered the students' minds, resulting majority of college students lack of management experience, lack of understanding of society, lack of funds, lack of entrepreneurial psychological quality, etc. [1]At present, many students have some old traditional ideas, and believe that as long as they have a high degree of education and a high diploma, they will have an ideal job and will succeed in the future. Even among college students with entrepreneurial ideas and entrepreneurial willingness, utilitarian values limit their horizons to a certain extent. They think that entrepreneurship is an activity that can bring commercial economic benefits immediately, so they are more eager for quick success and only stay in earning money and raising their families, the cognitive level of survival. Without paying attention to the cultivation of their own goals and the awareness of innovation and entrepreneurship, they cannot be correctly positioned according to their actual conditions and future development. Because of the different orientations of values, the understanding and actions of entrepreneurship are also different. This is also the core issue in college students' entrepreneurship education.

B. College aspect

At present, although many universities have carried out entrepreneurship education, there are still many shortcomings and deficiencies. Many schools' entrepreneurial education is still the competition program, and many business plans are gone after the competition. Some college entrepreneurship education is limited to temporary lectures, unsystematic curriculum and teaching arrangements, or electives for individual majors. This phenomenon is very limited for the development of entrepreneurship education activities. Due to the shortcomings left by the current education system in China, there are still old teaching materials in the talent education program, the teaching methods are backward, and the teaching mode is single. This kind of education system has a great constraint on the overall development of people. The cultivated talents tend to be conservative, the way of thinking is solidified, lack of innovative spirit and innovative ability. It is difficult to

adapt to the complex and ever-changing external environment of social economy.

C. Government aspect

According to the survey, the government functional departments have issued a series of preferential policies for the reemployment of laid-off workers, but they have not paid enough attention to the emerging entrepreneurial education and entrepreneurial activities. In particular, government functional departments lack effective supporting policies and measures to promote entrepreneurship education. In the process of promoting entrepreneurship education, the role and advantages of the government's administrative functions are not prominent. Although governments at all levels have gradually issued some policies, they still lack the refinement of the implementation level. The policy provisions are too principled, not specific, inconvenient to operate, and unable to be put in place, making college students have difficulties in entrepreneurial registration and taxation. In terms of support for venture capital, the government does not have a corresponding entrepreneurial credit policy. Although there is a small amount of micro-credit support, it is far from enough to solve the urgently needed funds for entrepreneurs. In short, the government's policy measures for college students' entrepreneurship education are not enough. The incentive mechanism to encourage college students to start their own businesses needs to be further strengthened.

D. Social aspect

At present, social perceptions of entrepreneurship are biased. It is generally doubtful or even negative about the prospects of college students' entrepreneurship. In this situation, any innovative ideas and actions are inevitably "cold encounters". Anything beyond normal experience is hard to accept, leading to weakening entrepreneurship and innovation. The general view is that when you graduate from college, you should find a stable and decent job, rather than open a small shop, a street vendor, etc. This misunderstanding and low recognition of entrepreneurship has led to the hindrance of the practice process of entrepreneurship education, which restricts the development of entrepreneurship and makes the purpose of entrepreneurship education difficult to achieve. From the perspective of social environment, entrepreneurial culture has not yet fully formed, and equality awareness and competition awareness are also difficult to establish. The lack of such an entrepreneurial environment has led to a weak entrepreneurial awareness, a backward entrepreneurial concept, a weak entrepreneurial willingness, and a lack of entrepreneurial spirit. Entrepreneurship is discouraged from entrepreneurship, which hinders the development of entrepreneurship education to a certain extent. In addition, the state is still not perfect for entrepreneurial policies and regulations, the government is not implementing enough, which makes the public opinion orientation and social tracking services lack.[2] It can be seen from the above phenomena that the inertia of social traditional culture has given college graduates a negative burden in the interpersonal environment of entrepreneurship.

IV. THE WAY TO IMPLEMENT COLLEGE STUDENTS' ENTREPRENEURSHIP EDUCATION

From the current situation and development situation of entrepreneurship education in China's colleges and universities, China's entrepreneurship education is still at a low level and in the primary stage. It is necessary to comprehensively implement the spirit of entrepreneurship education on the basis of reforming existing educational concepts, educational methods and personnel training models. Explore the direct, tangible, operational and practical ways of entrepreneurship education.

A. Implementing entrepreneurship education through the Internet

The network information has rich content, large amount of information, convenient delivery, wide influence, and fast speed student's favor. Through the network-assisted teaching platform, we can take advantage of the network and setup a campus web page.[3] This page can link to major entrepreneurship websites and realize the guidance service for college students' entrepreneurship through the online platform. It can help college students to share entrepreneurial information, find entrepreneurial partners, share entrepreneurial experience, and provide entrepreneurial funds for them. Through the website to realize the informationization of entrepreneurship education, improve the efficiency of entrepreneurship education, and enhance the entrepreneurial awareness and entrepreneurial ability of college students. Through the website of college students' entrepreneurship education, colleges and universities fully recognize the importance and urgency of comprehensively improving the overall quality of college students. Continuous innovation in guiding ideas and methods, using powerful network software or various functions provided by the platform, can fully demonstrate the creative ability of college students, can enhance the enthusiasm and initiative of learning, and more effectively stimulate the sense of innovation in the learning process. Through the combination of online education and offline entrepreneurship education, we will create a better online entrepreneurial education environment.

B. Implement entrepreneurship education through the second classroom activity

The second classroom activity is a useful supplement to the first curriculum activity. [4] It is an effective way to implement entrepreneurship education by using the carrier of the second classroom activity that students are willing to accept and flexible in form. By organizing various rich activities, colleges and universities enclose the content of entrepreneurship education, so as to achieve the purpose of implementing entrepreneurship education for students. Make full use of educational resources outside the school by organizing various academic activities such as entrepreneurial lectures, entrepreneurship forums, academic lectures, and university student science and technology conferences. Invite entrepreneurs, experts and students to communicate directly with them to understand entrepreneurship and to realize entrepreneurship. Through the entrepreneurial activities that are developed in the after-school time, we will regularly carry out related entrepreneurial competitions, carry out simulation

innovation competitions, develop community activities and social practice activities, and encourage students to apply the knowledge acquired in the classroom to practice. Through these practical experiences, we gain entrepreneurial sensibility and increase entrepreneurial awareness. In this way, through the channels of the second class, the practice links are strengthened, and entrepreneurship education can be carried out in a planned and targeted manner to ensure the realization of the goal of entrepreneurship education.

C. Implement entrepreneurship education through social practice

College students' social practice is one of the ways to implement entrepreneurship education.[5] Practice is an important transition for college students to start their own businesses. The time of college students in the school stage is an important transition to the real road to entrepreneurship, and even the necessary process. College students have a wealth of practical experience at the university, especially entrepreneurial-related experience, which is important for the future development of individuals. Therefore, in the construction and implementation of entrepreneurship education, we must firmly grasp the effective educational form and carrier of entrepreneurial social practice activities. Through the development of social practice activities in entrepreneurship education, we can more directly contact the society, understand the society more deeply, and understand the reality more comprehensively, so that we can understand ourselves more concretely and comprehensively, and position ourselves in society. Through the development of various social practice activities in entrepreneurship education, we will cultivate the spirit of hard work and entrepreneurship, down-to-earth style and strong sense of social responsibility. Through the development of entrepreneurial social practice activities to train the ability of college students, shorten the distance between college students and society, and enhance the ability to adapt to society. Let college students conduct self-education and self-learning in social practice. Give full play to students' subjective initiative and enthusiasm, and build a student's entrepreneurial quality structure and ability structure. Through the exercise of various social practices, we accumulate experience and grow to adapt to the knowledge and talents of the society, and finally succeed in achieving entrepreneurship.

D. Implementing entrepreneurship education through school-enterprise cooperation

Universities are places to train talent. A university alumni is a very rich and valuable resource. They have many successful careers and are willing to return to their Alma mater in some way. Through these alumni resources, you can contact the business that intends to cooperate with the school. Through school-enterprise cooperation, some enterprises establish and improve training and entrepreneurship bases. To train high-quality talents with practical ability and innovative spirit for

colleges and universities, adopt the method of "welcome and go out",[6] give full use of the advantages of science and technology and culture of colleges and universities, and introduce advanced technology and management personnel of enterprises to conduct technical guidance and management training in colleges and universities. By providing a platform for the training of new employees of the enterprise, college teachers are encouraged to use the training period, winter and summer vacations to conduct learning, communication of theoretical knowledge. Colleges and universities can select excellent student, student cadres, and students who stand out in the entrepreneurial competition to participate in the company's activities. Through these methods, we will promote school-enterprise cooperation, strengthen school-enterprise exchanges, and form a good interaction between schools and enterprises. It can effectively promote the smooth development of entrepreneurship education.

V. CONCLUSION

College entrepreneurship education can alleviate the employment pressure of College students, and can solve the employment of surplus labor force through entrepreneurship. Based on the great importance and practical significance of entrepreneurship education, we must ensure the smooth implementation of entrepreneurship education, which requires us to establish a scientific evaluation system of entrepreneurship education. Through the improvement of the evaluation system, it evaluates the development of entrepreneurship education activities in Colleges and universities. Through continuous feedback, it ensures that entrepreneurship education continues to carry out and the quality of teaching continues to improve.

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